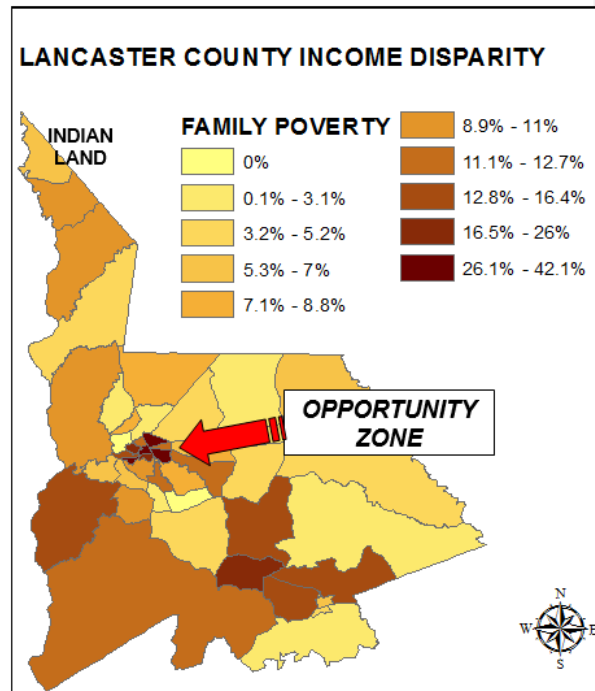


A. NEED FOR THE PROJECT

1. Magnitude of Need or Severity of Problems to Be Addressed

Lancaster, South Carolina. Although unknown to most, the city gained **national notoriety** during the global financial crisis of 2008 when Forbes Magazine published the **top ten most vulnerable towns in America.** **Lancaster topped the list.** Sadly, this is not the first time the city received negative national attention. In 2015, an **FBI Uniform Crime Report**, ranked the Lancaster as the **6th Most Dangerous City** in South Carolina



(now rated 15th). Although public perception often associate addiction, dropout, and violence with large urban centers, the rate of these problems in many rural towns is staggering, often exceeding larger cities or boroughs. **Such is the case in Lancaster.**

Although the needs in Lancaster are dire, unfortunately, **two census**

Total Population	Under Age 5	Under Age 18	Households	Occupied
6589	571	1819	2418	84.5%

tracts in the city (107 & 108) represent the **epicenter of poverty, crime, and distress.**

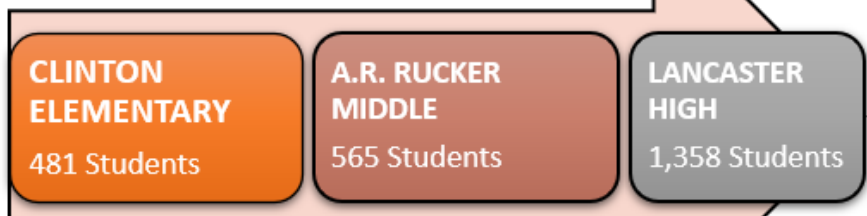
In fact, if these two tracts, now designated a **Federal Opportunity Zone**,

formed their own county,

it would be the **poorest**

county in South

Carolina. Nestled in the heart of this area are three of the highest need



The HILL Transformation Project

schools in the state. The maps below summarize the **entire attendance zone for the three schools**. Clinton

Elementary and Lancaster High are physically
located directly in the two census tracts

comprising the Federal Opportunity Zone.

A.R. Rucker Middle is located just outside the

census tracts but serves students from the

target zone. Before continuation of the

discussion related to needs, it is important to

note several things.

First, the proposed

project is submitted

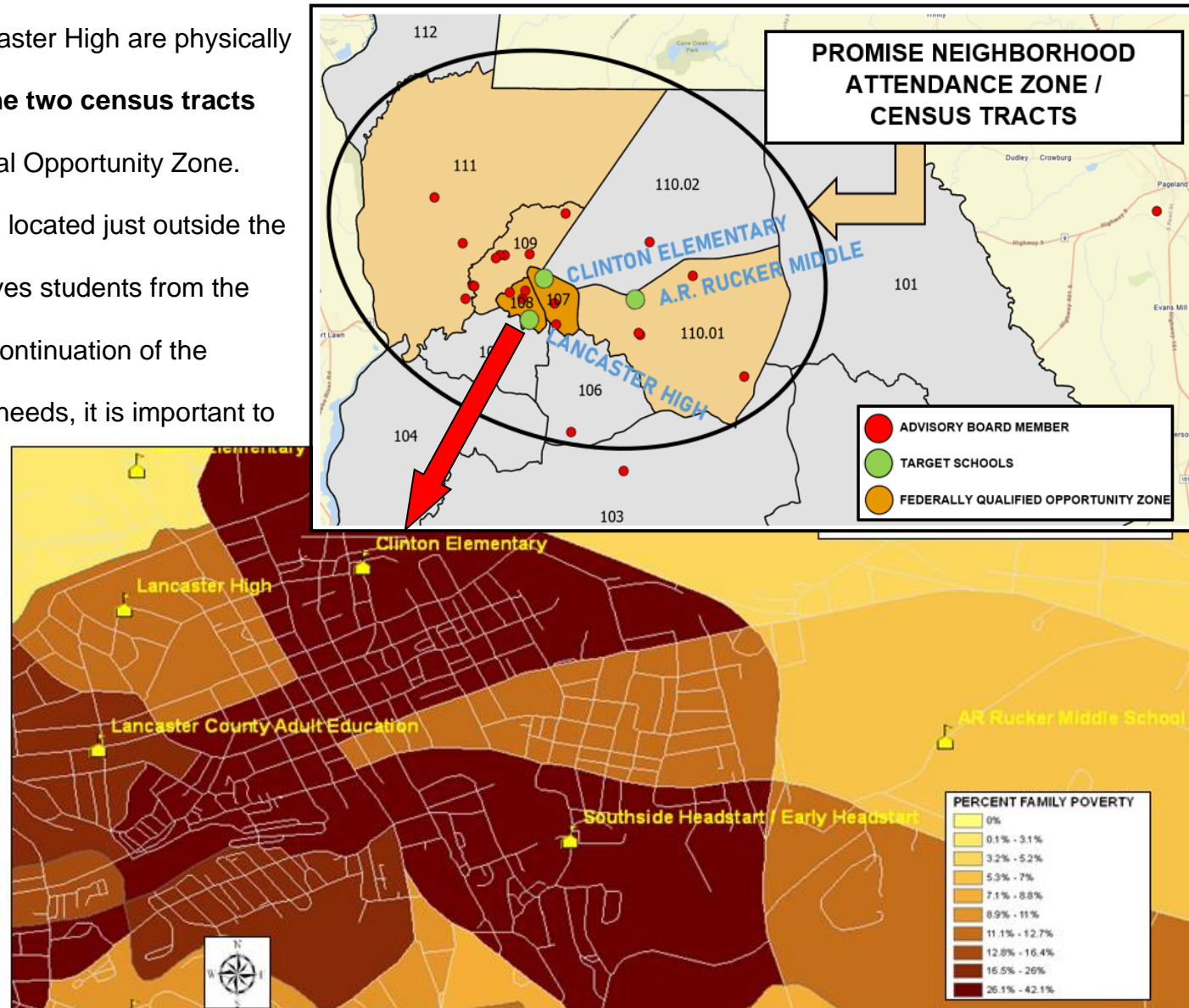
under the **Absolute**

Priority Rural. As all

three schools to be

targeted by the

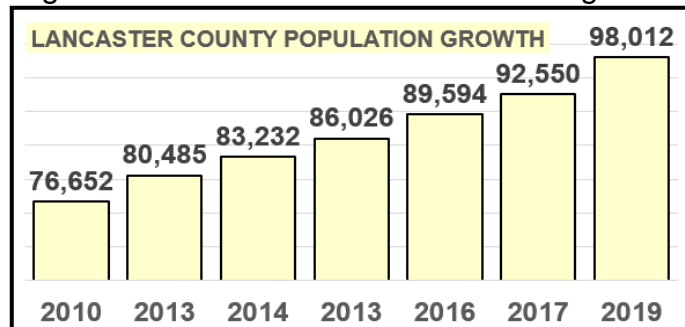
proposed project



hold a rural designation by the National Center for Education Statistics. Likewise, low-income is defined as a **family poverty rate** over 20%. As of this year, Lancaster **family poverty rate dropped below this cutoff** (14.5%), all **due to an influx of wealthy retirees immigrating** to the northern section of the county (Indian Land). This area has become a bedroom community for Charlotte, North Carolina due to our **state's lower tax rate** and explosion of new home construction. Not only that, but this wealth **does not translate to additional tax revenue** for the school district due changes in state law that **eliminated annual tax based on property value in exchange for a one-cent sales tax**. The result has been a devastating loss in tax revenue for schools throughout the state. Lancaster County is now the **fastest growing county in South Carolina** and **26th in the nation**.

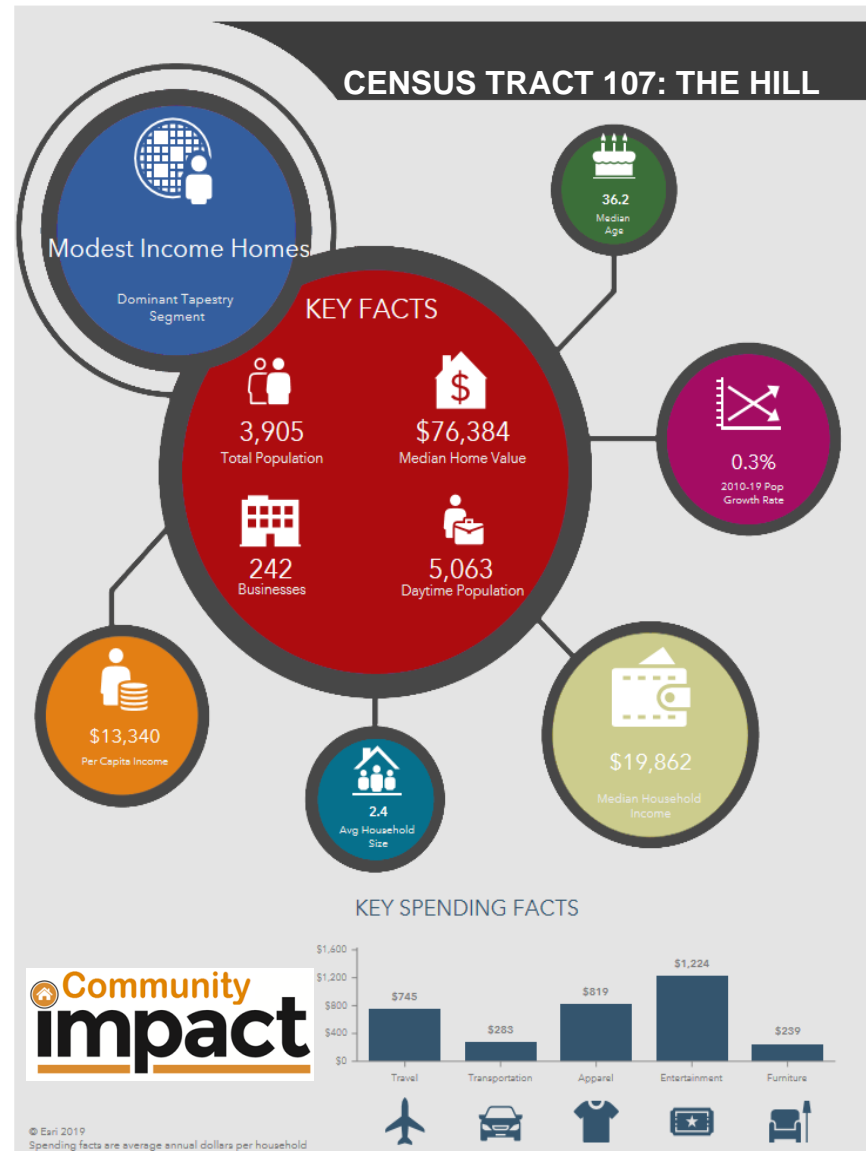
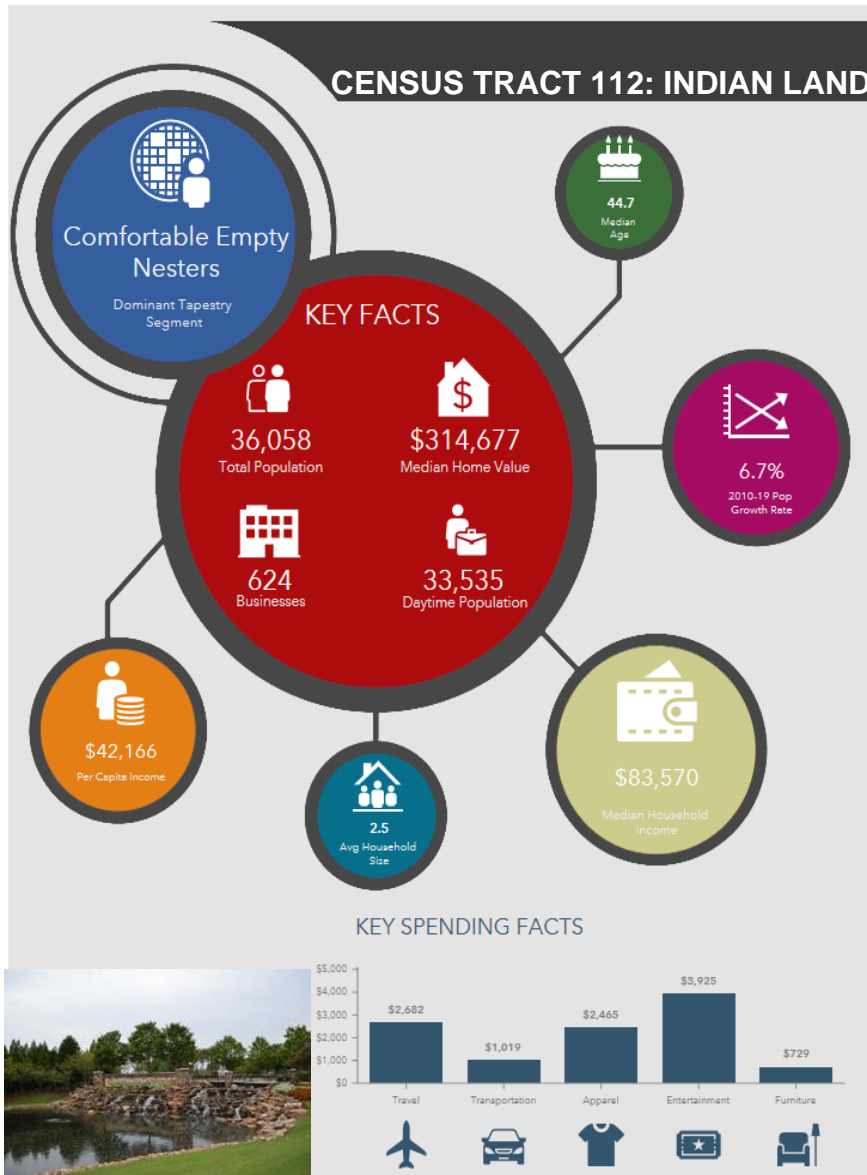
Everything south of the two targeted

census tracts is rural, with devastating poverty, while everything to the north is high income and population dense.



Therefore, while submitted under Non-Rural and with no consideration for Low-Income, the proposed target area is **most definitely rural and with critical poverty** and social distress. Unfortunately, the county is now best described as a “**tale of two cities**” with the Indian Land’s **affluence** (median income \$83,570), **older population** (median age 44.7 years), **educated** (96% high school diploma, 47% bachelor’s degree or higher). At the other extreme is the proposed Promise Neighborhood, **younger** (median age 35.4), **less educated** (36% no high school diploma), and **poor** (median income \$19,862). One area thriving, the other, at risk of being left behind.

The HILL Transformation Project



That said, the proposed project is based on the **most rigorous community needs assessment every conducted in the history of the county**. Data collection began in 2016 and is **updated annually** and includes **surveys administered to every teacher, administrator, and student in grade 3 through 12**, and a community survey **mailed to 28,000 households, physicians, churches, and businesses to solicit input and identify service gaps**. As stakeholder consensus began to highlight concerns related to early education, a 20-page survey was administered to **every public and private childcare provider in the county**. A 10-year, **longitudinal data warehouse** was devised, comprised of **100 indicators** related to **health, crime, education, and poverty**. **Student achievement patterns were analyzed** since 1998, along with **teacher qualifications, attendance, professional development**, and funds employed in the past decade to address educational deficits. In addition, a series of public forums were conducted and reached a broad range of stakeholders, including:

NAACP	Chamber of Commerce	University of SC-Lancaster
City Council	<u>Every Church</u> in the Zone	County Council
Heath Department	<u>Every Non-Profit Organization</u>	Dept. of Social Services
Police Dept.	Sheriff's Office	Recreation Department
Business Leaders	Juvenile Drug Court	Alcohol & Drug Services

Finally, to **engage hard-to-reach populations**, a group of 40 volunteers spent twenty weeks with the goal of **knocking on the door of every home, 3,718 households**, in the neighborhoods most impacted, an **area referred to at The Hill**, or the majority of



census tract 107 and 108. What was **once the pride of African American community**, still held in high regard by older African Americans—now home to the **most minority isolated schools**, with **highest poverty** (76%) and **lowest graduation rate** (77%) in the county, in addition to the highest rates of **murder, burglary, and sexual assault**. Henceforth in the narrative, **when “The Hill”** is discussed it is referring to **census tracts 107 and 108**, now a **Federally Designated Opportunity Zone** – Thus the title of the proposed Promise Neighborhood is **The Hill Transformation Project**.

Before presentation of needs assessment data, which will be organized according to **each specific segment of the pipeline** (e.g., **Early Childhood, Elementary, Middle, and High School, College and Career**), it is important to note the **partnership responsible for data collection, segmentation analysis, community outreach, review of literature**, identification of **service gaps**, and **formulation of the pipeline**. Leadership for the effort was provided by the Coalition for Healthy Youth, a network of **40 public, private, civic, and faith-based partners** who formed in 1999, and includes the following stakeholders, and others:

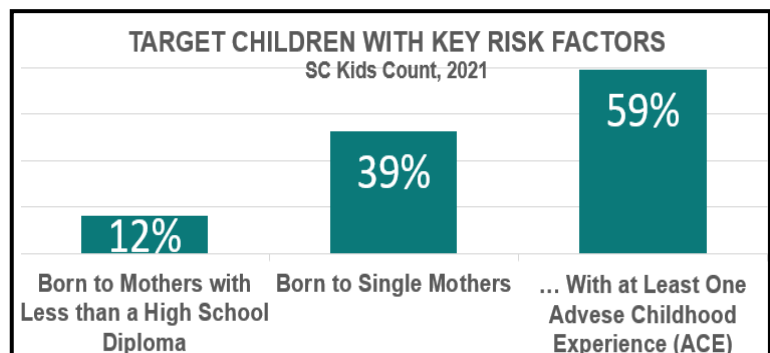
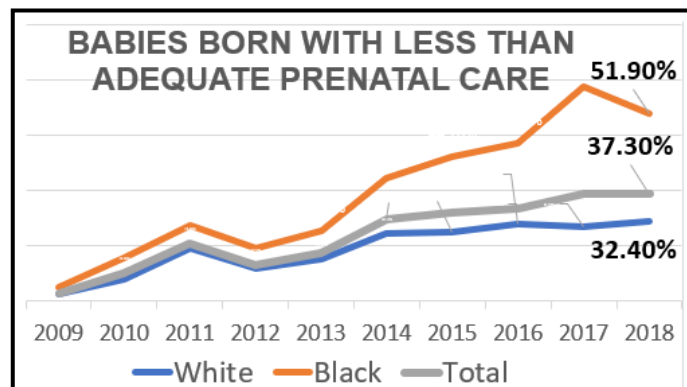


Partners for Youth	Lancaster School District	United Way
The Children’s Council	Health Department	Hope on the Hill
University of SC-Lancaster	Community Powerhouse	NAACP
Catawba Mental Health	Alcohol & Drug Services	Learn TV
Hope Center Family Services	Founders Credit Union	Drug Courts
Lancaster Sheriff’s Department	6 th Circuit Solicitor	First Steps
Communities in Schools	Recreation Department	Drugs Courts
Dept. of Social Services	Career Training Center	AmeriCorps

It was this partnership, comprised of **virtually every public, private, civic, corporate, and faith-based entity operating in The Hill** that guided the planning process, grounded in **grassroots parent and student engagement and input**. Likewise, the project has **never received Promise Neighborhood funding** anywhere within the county, and desires consideration under Competitive Priority 3 as a **novice applicant**.

BIRTH TO KINDERGARTEN

The most enduring influence on a child is the home, especially during early, formative years. A range of data was collected, both archival and survey to analyze parent's **pre-natal health practices, access to services,** and **attitudes and practices** related to early child development. Data analysis depicts a startling reality for families residing in the target attendance zone. The genesis of this disparity begins before students enroll in school, with a growing number of residents **not receiving adequate pre-natal care**, especially African American. Data reveal several concerns including **alcohol use during pregnancy** and lack of **high-quality parent-child interactions** in the graph on the next page.

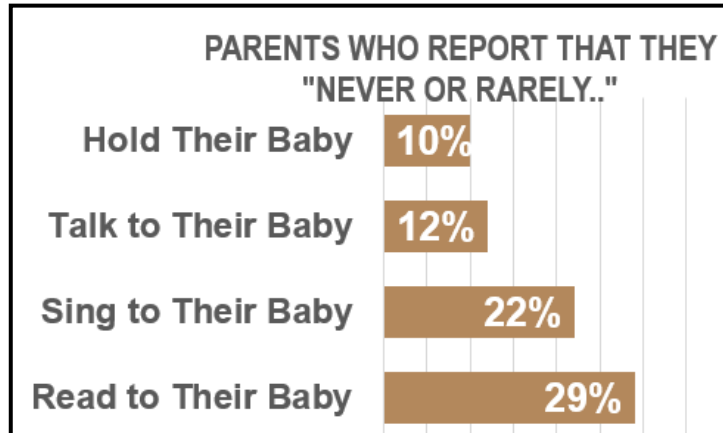


10% of adults with less than a high school diploma report that the "Use of Alcohol During Pregnancy Can Help the Infant Develop."

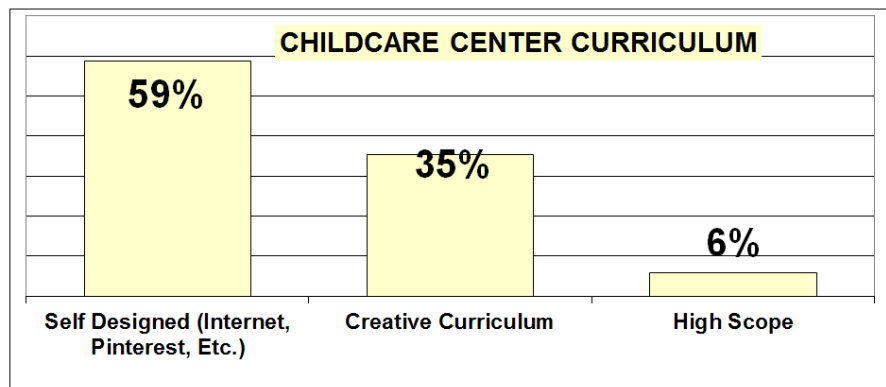
Unfortunately, crucial gaps exist in the early care system, with **only 20 childcare centers** in the 549 square-mile county; and **only two located in the target zone.**

While the population has risen

25% since 2006, Lancaster has fewer childcare slots than any other county in the region; and Head-Start with a **waiting list of 100 children.** To make matters worse, **no private center provides vision, hearing or dental screenings.** Parent survey ratings also suggest that local resources are **poor quality (38.2%)** and **unaffordable (38%).**

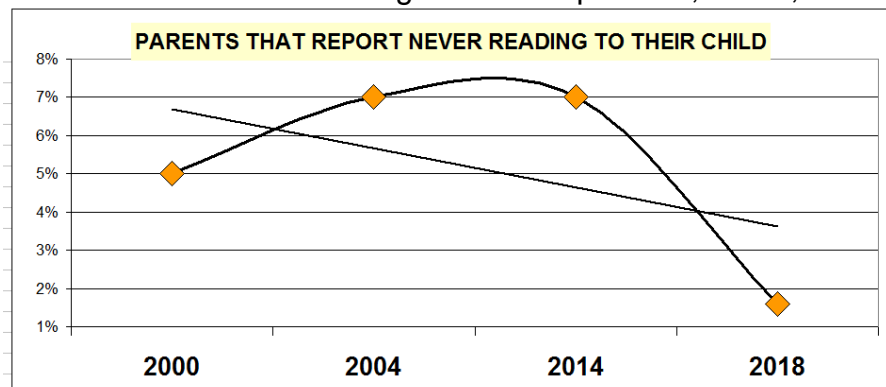


One of the most important quality care indicators for childcare, outside of provision of a caring, qualified



teacher is the use of an **instructional curriculum** to guide developmental, motor, and intellectual growth.

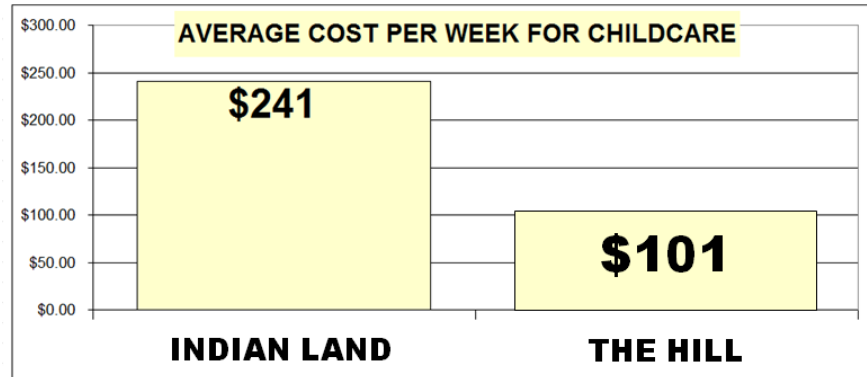
Several curricula, often recognized as best practice, are commonly found in childcare



centers throughout the region and state (e.g., Creative Curriculum, High/Scope, Montessori, etc.). Unfortunately, the number one curriculum choice listed by childcare

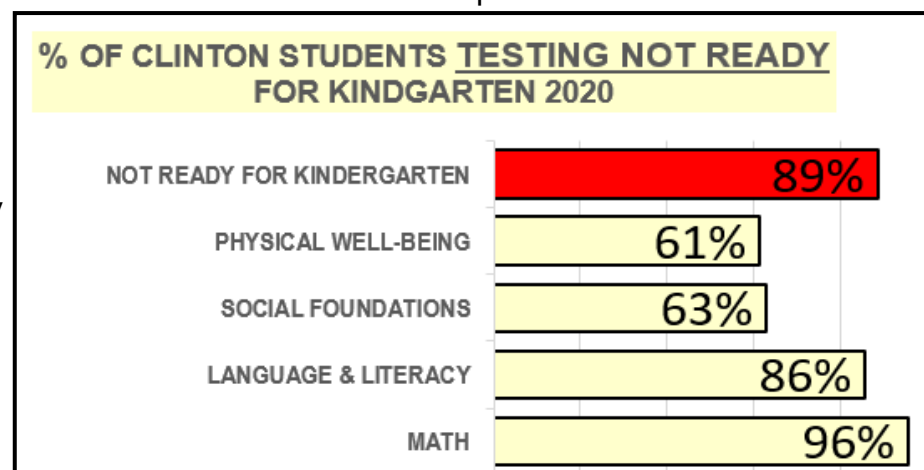
centers in Lancaster was the Internet, with **Pinterest mentioned most often**. There is little evidence that the curricular frameworks employed are evidence-based or are **aligned with K-12 education standards** in South Carolina.

Finally, the **average cost for childcare services** was also determined at just over \$100 per week for infants



and \$94 for toddlers, \$5,328 per year for infants and \$4,540 for toddlers. However, the cost of childcare in the panhandle is considerably more than in the city. However, there appears to be little difference between these regions with regards to staff qualifications, curriculum employed, or services provided. Given the **dearth of childcare** in the community, **high cost, poor quality, and lack of transportation** in this rural area, the need for an early care intervention to meet the needs of parents in this area is vital.

The result of this data, of which the aforementioned is only a small portion, is a staggering **failure of children to test**

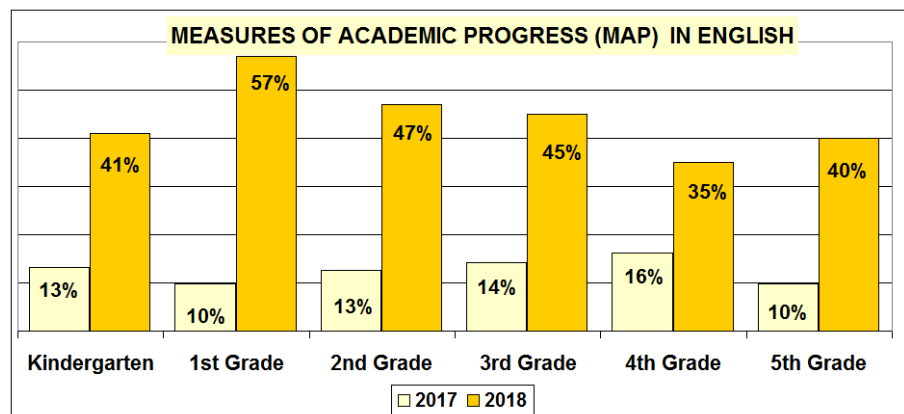


ready for school on the state **Kindergarten Readiness Assessment**, which covers **four domains** and an **overall readiness score**. The table to the right illustrates the problem for the sole elementary school serving The Hill.

ELEMENTARY SCHOOL: BUILDING ON THE FOUNDATION

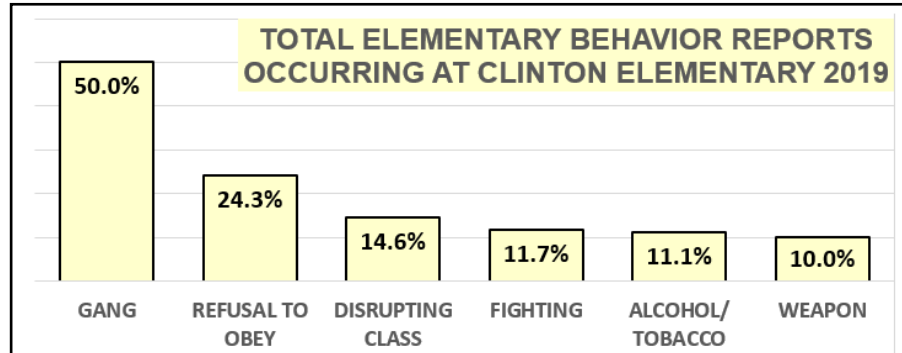
Problems at Clinton Elementary **first began** with the **collapse of the county's primary economic engine**, textile manufacturing. Prior to 2000, Lancaster was home to the **largest textile finishing plant in the world**, as well as **home to Duracell**. If you purchased a **hand towel or AA Battery** in the past two decades, it was most likely made in Lancaster. **Both companies have closed**, moving offshore. The result was devastating with **families fleeing census tracts 107 and 108** to Indian Land, source of significant job growth and economic riches. Except for poor, predominantly African American families, were left in place, lacking transportation and **unable to afford exorbitant cost of rent** in Indian Land. As poverty and distress increased, academic performance began to decline. In 2014, Clinton was the **lowest performing school** in the district and **5th lowest in the state**. Fortunately, a new superintendent arrived with an **exemplary track record of improving low-income school performance**. **New leadership** in both district and schools, increased **professional staff development**, reduced **student-teacher ratio**, technology enhancement with every student receiving a **personal computing device**, and now **100% wireless** internet in every classroom have been implemented, along with afterschool tutoring and enhanced parent engagement strategies.

After three consecutive years, school has now been removed from the **Critical Risk category**



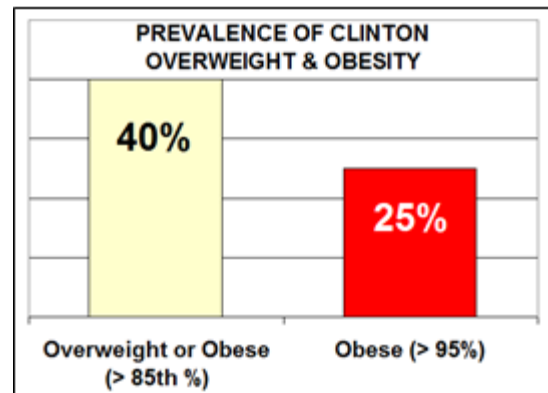
and list of state priority schools. The chart to the right reflects initial progress at the school in the area of English Language. However, work continues. Areas of greatest concern are extensive and include **academic, behavior, health and nutrition**.

The chart to the right represents the overall percentage behavioral complaints logged at Clinton. Although there

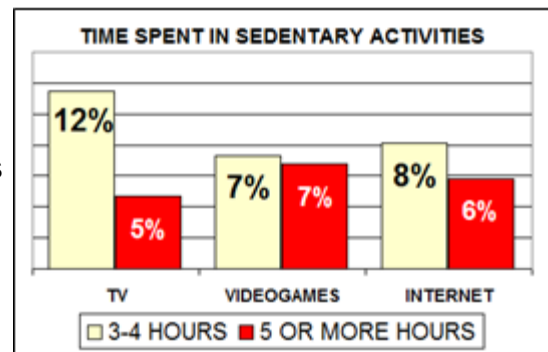


are 11 elementary schools in the district, a disproportionate number of **non-compliance, gang related offenses, and disruptions** occur at Clinton.

During project planning, the **Body Mass Index** of every Clinton student was computed to reveal a **25% obesity rate** (NHANES standard). Likewise, survey results indicate 51% of students spend less than 60 minutes per day in moderate to rigorous physical activity, but demonstrate a



staggering level of **sedentary activities**. Dietary practices are typically southern, beginning with **sweet tea (South Carolina Recipe is 2 cups sugar per gallon)**. While 75% of target students **eat fried food at least three times a day**, only 9% consume **five or more servings of fruits and vegetables daily**.



To make matters worse, the Center for Public Health has developed the **Retail Food Environment Index (RFEI)**, to measure the density of food outlets likely to stock fresh fruits and vegetables and other healthy foods. Using an atlas hosted by the Department of Agriculture, Lancaster County outlets include:

	Fast Food Restaurant	Convenience Stores	Grocery Stores	Supercenter Stores	Farmer Marker	RFEI
Lancaster	33	47	16	1	1	4.4

The formula used to calculate the RFEI using Department of Agriculture data is:

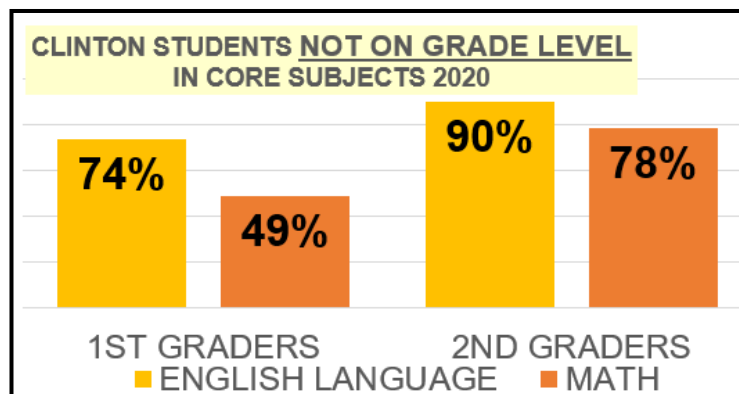
$$\text{Retail Food Environment Index (RFEI)} = \frac{(\# \text{ Fast Food Restaurants} + \# \text{ Convenience Stores})}{(\# \text{ Supermarkets} + \# \text{ Supercenter Stores} + \# \text{ Farmer's Markets})}$$

This means that for every outlet selling high quality food, there are 4.4 less likely to provide such a resource. The literature argues that **higher RFEIs are correlated with obesity** and associated health problems (UCLA Center for Health Policy Research). Unfortunately, **only one grocery outlet and a ‘dollar store’ are located on The Hill**. Sadly, two weeks ago as of this writing, the **grocery store closed**. This is especially devastating given its proximity **to the largest public housing project in the Hill**.

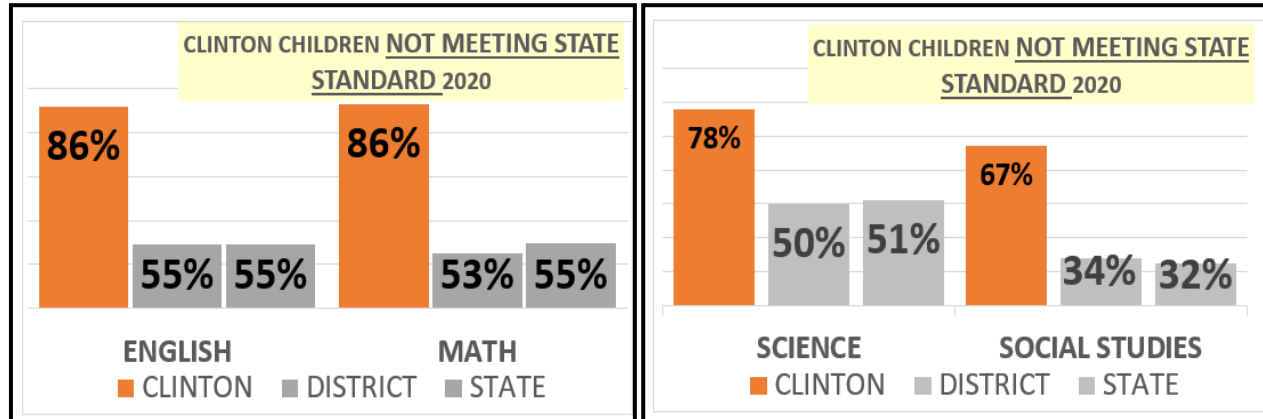
Without transportation, the only resource within walking distance of the facility is a gas station, with limited food access.

Although steady progress has been made, the data still reflects a pattern of falling behind that **begins during the first and**

second grade. The graph above depicts the most pressing concerns, **English and Mathematics**, with a progressive increase in academic failure. The result is a



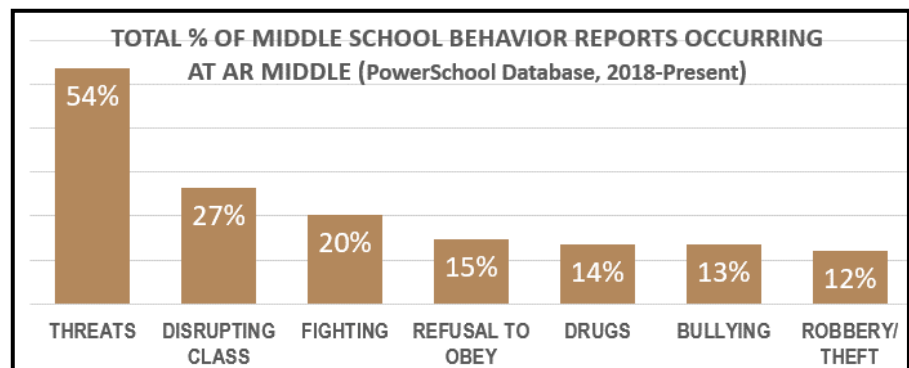
significant level of Clinton students that still fail to meet state standards in core academic subjects. While distressing, **these numbers are a drastic improvement** over school performance prior to 2017. The charts below summarize the status for the 2020 academic year. Unfortunately, the **problems continue and exacerbates into middle school.**



MIDDLE SCHOOL: NEW RIGOR AND STEPS TO COLLEGE

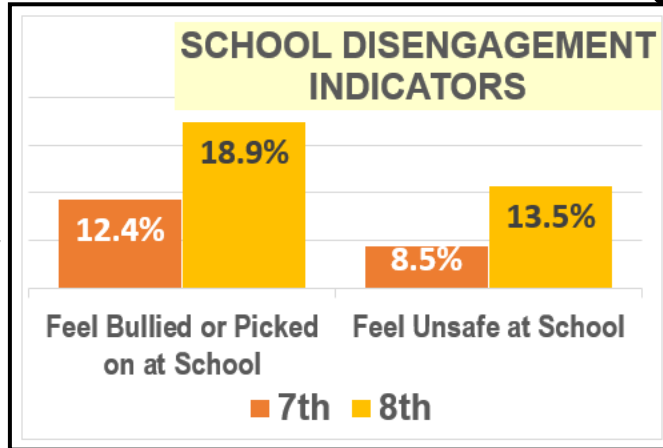
Anecdotal stories among parents suggest that school problems are most likely to appear in middle school, once the “innocent and entertaining” days of elementary school have concluded. **Increased academic rigor, physiological development,** the discovery of “**dating,**” and perceived threat of **alcohol and drugs** are a rude awakening to some parents. **A.R. Rucker Middle School presents significant challenges** to

students, parents, and teachers. First, the pattern of **behavioral disruptions** that began in elementary, continue

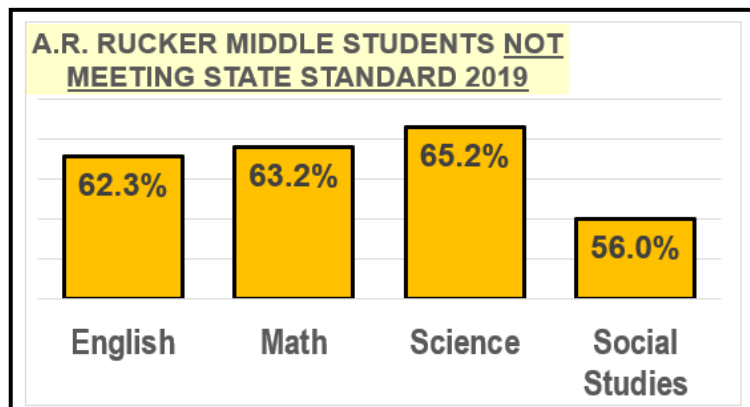


into middle school, **violence and substance related behaviors** beginning un upward

trend that will peak in high school. It is here at Rucker Middle that the first major sign of **student disengagement appears**. A survey conducted each year to all students in grades 7-12 inquire as to whether respondents ever feel bullied or unsafe at school. The results evidence a progression that again continues into high school.

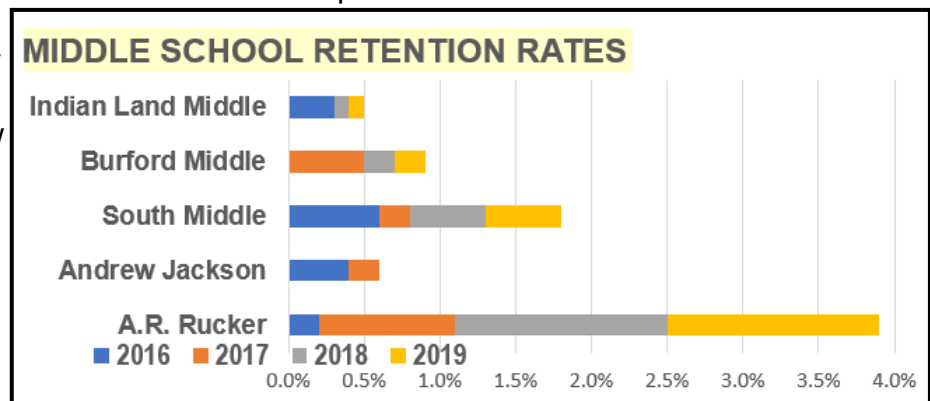


Although neither the middle school nor high have ever been designated State Priority Schools as was the case at Clinton, student achievement



concerns are still significant. The annual state performance exam for 2019 reveals the majority of A.R. Rucker students are well below critical benchmarks.

While other middle schools in the district



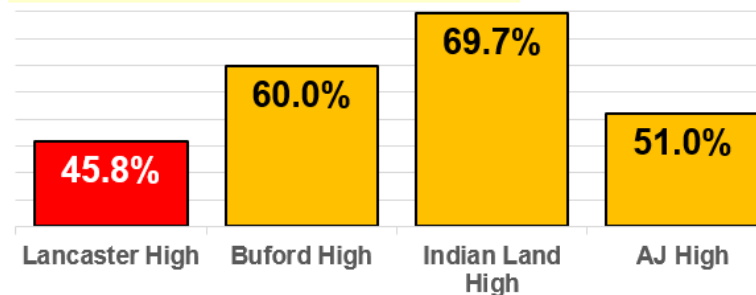
have seen growth, the percentage of Rucker students **retained one or more grades** continues to escalate. **Students falling behind one or more grades** was listed as **top priority for the school** during project planning, as was the need to **strengthen the student – school connection** and address **growing behavior problems**.

HIGH SCHOOL: PREPARING FOR 21ST CENTURY WORKFORCE

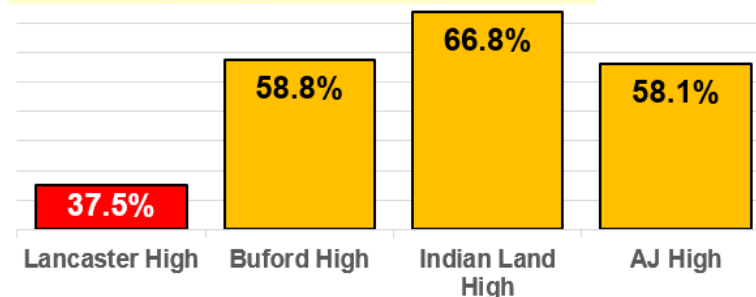
Given the incidence of problems that begin with poor early childhood indicators, extend into a low performing elementary, then transitioning into middle school, replete with a combination of academic and social concerns, it should come as no surprise that Lancaster High school stands as the **lowest performing high school in the district.** In every single state performance indicator, Lancaster High lags well behind all other schools.

One obstacle to performance is the incidence of problem youth behaviors such as **substance use, teen pregnancy, and gang affiliation.** Results from the

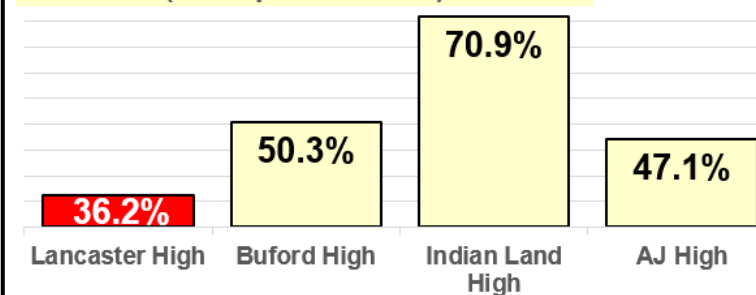
MEETING STATE STANDARD ON ELA
(SC Dept. of Ed 2019)



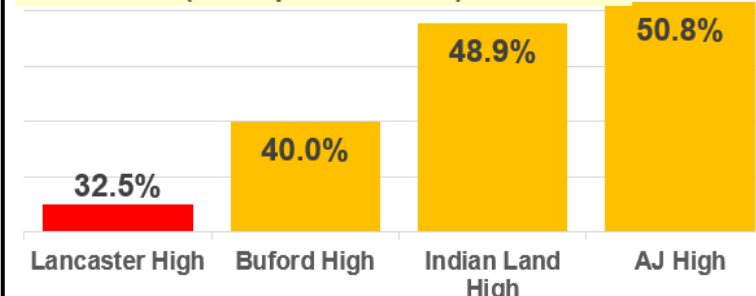
MEETING STATE STANDARD ON ALGEBRA
(SC Dept. of Ed 2019)



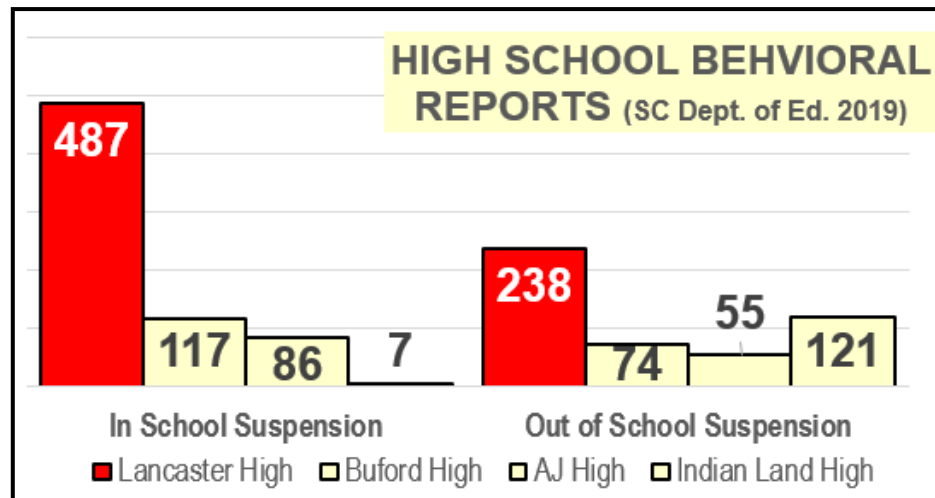
MEETING STATE STANDARD ON BIOLOGY
(SC Dept. of Ed 2019)



MEETING STATE STANDARD ON US HISTORY
(SC Dept. of Ed 2019)



Coalition's annual Risk Assessment reveal 60% of Lancaster High students have **used alcohol, 38% marijuana, and 6% cocaine**. Use begins well before high school, as 13% of Rucker middle students report having **attended a party where alcohol was served**, and 4% **have sold drugs** at least once. Problem youth behaviors are also evidenced in **school suspension data**, where

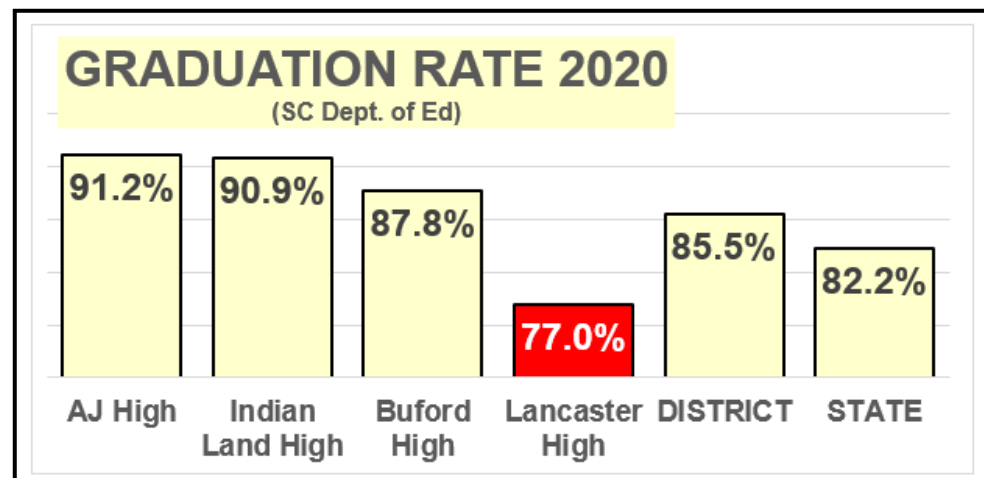


Lancaster High **towers far above every other single high school in the district.**

COLLEGE ACCESS AND POST GRADUATION OPTIONS

While the Lancaster County School District has **greatly improved graduation rates**, even as the state has **increased the rigor necessary to graduate**, unfortunately Lancaster, again, **lags behind other schools in the district as well as state average**. An analysis of the data suggests **two significant culprits: struggling readers and math sequencing**, especially since the state now mandates completion of algebra, a

subject that has proven an obstacle to many students at Lancaster High. The school



dropout rate (5%) is over double of the next lowest high school in the district.

Beginning in 2017, the state now rates schools on their capacity to prepare students for the future. Just over **half of Lancaster High graduates were rated career ready** last year, and the percentage of students deemed both college and career prepared was abysmal, as outlined in the chart to the right. Three indicators employed in career

readiness involve

completing a college

application, enrolling in a

two or four-year college,

and **eligibility for a state**

Life Scholarship, paying

up to **\$7,500 per year** in

college costs, and requiring

an **1110 on SAT / 24 on**

ACT, and **top 30% class**

ranking. Again, indicators

for Lancaster High position

students poorly for

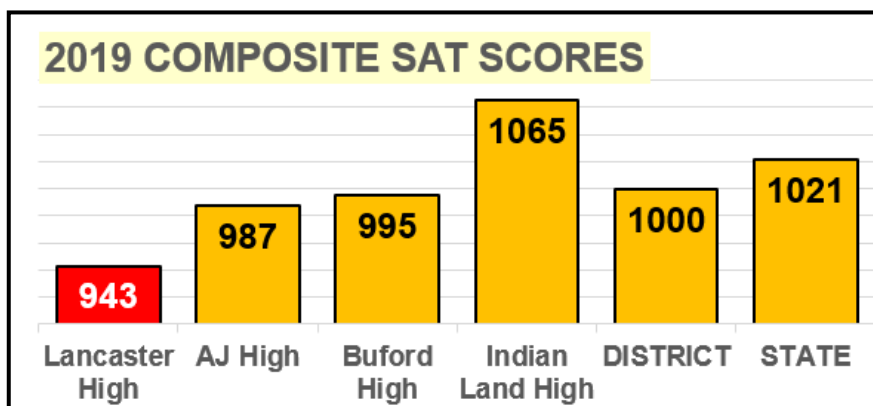
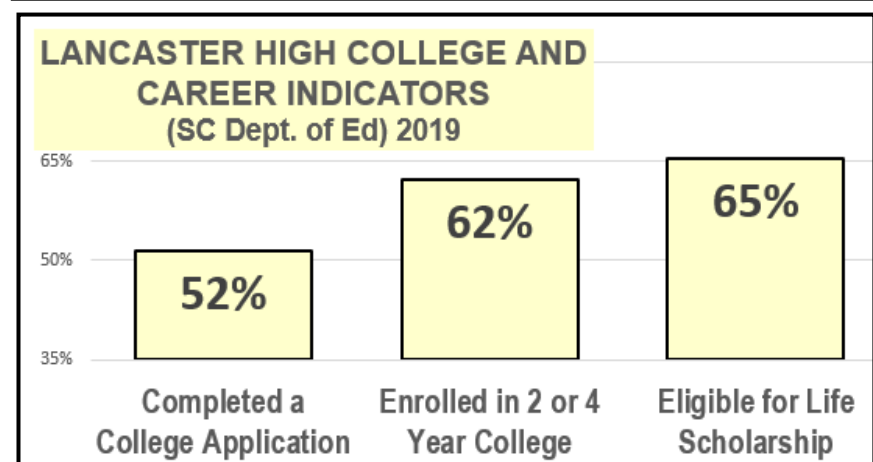
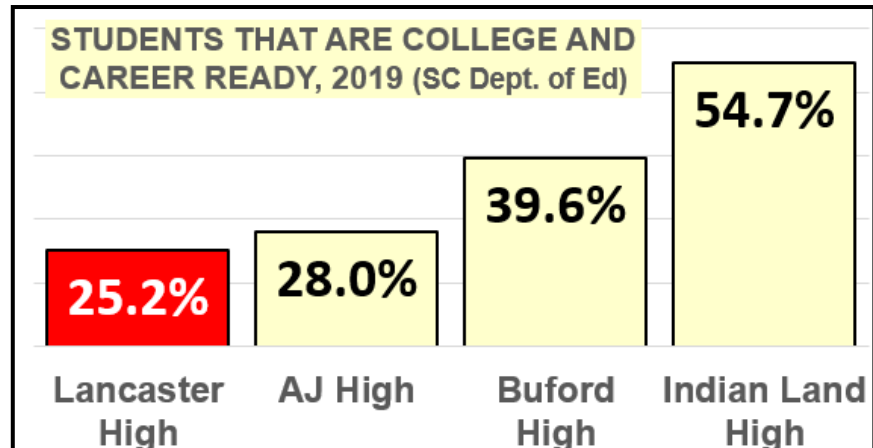
postsecondary education

or career. While rigorous

Dual Credit and

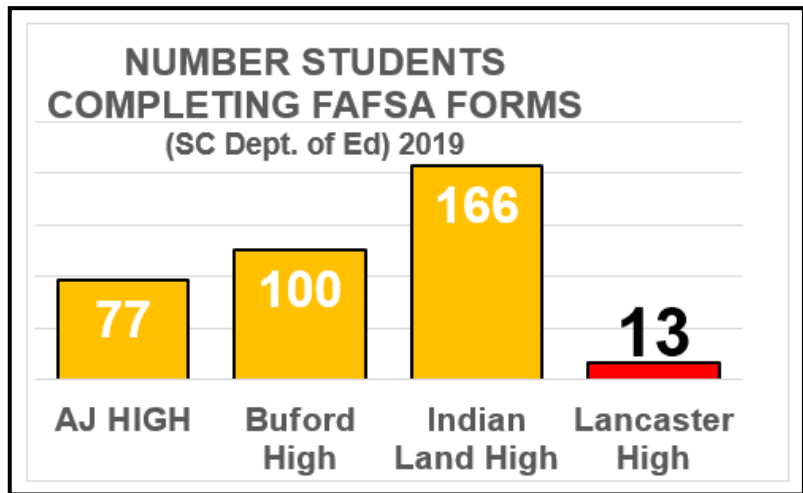
Advanced Placement

Courses are available,



participation at Lancaster High is minimal (and addressed later in the narrative).

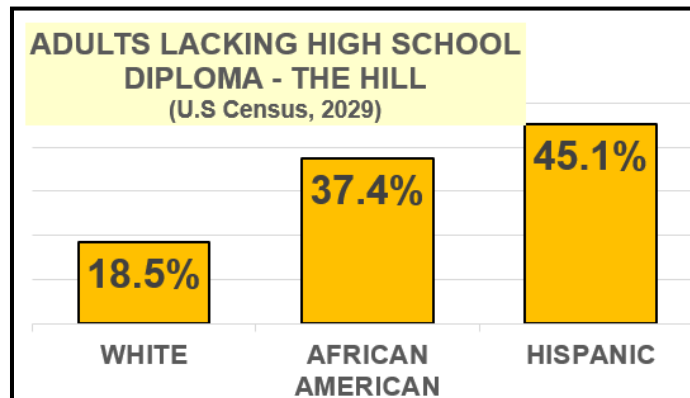
Although the average SAT score for Lancaster High falls well below other district schools and state average, even more disconcerting is the miniscule number of students who complete Free



Application for Federal Student Aid (FAFSA), as outlined in the chart to the right.

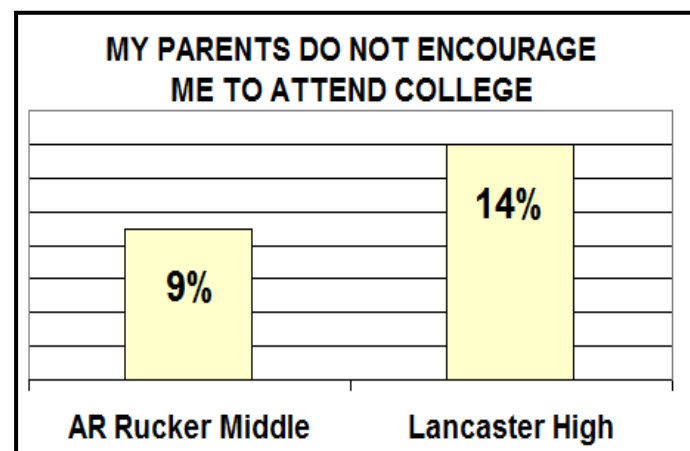
FAMILY AND COMMUNITY SUPPORT NEED INDICATORS

To say that the status of families from the Hill are distressed, would be an understatement. Some of student achievement issues may be linked to low **parent educational attainment**.



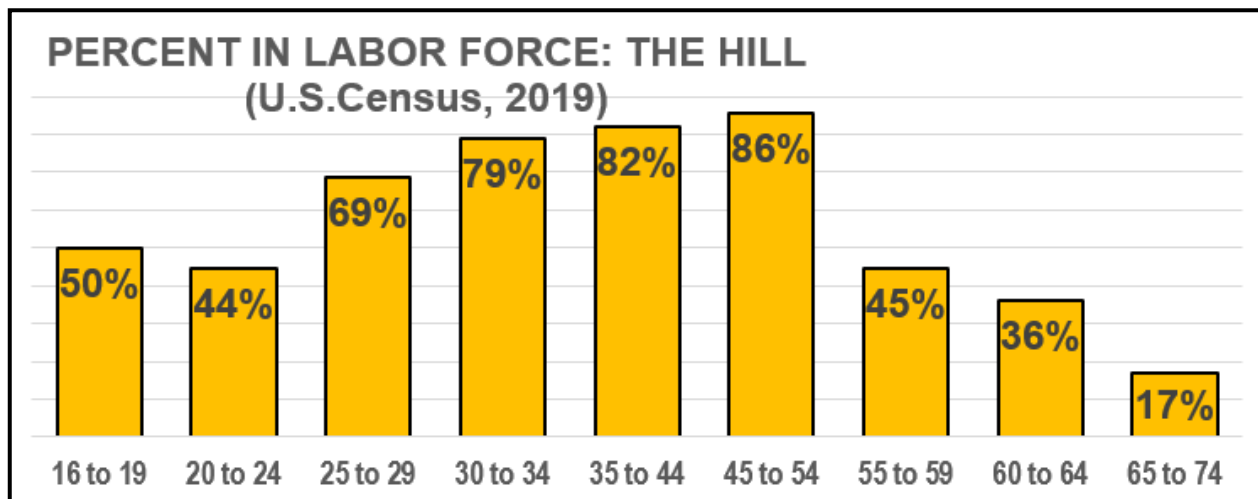
U.S. Census data for the two target census tracks reveal **significant disparities for African American and Hisapics** residing on The Hill.

This is mirrored in student survey data suggesting that some parents simply do not encourage their child to attend

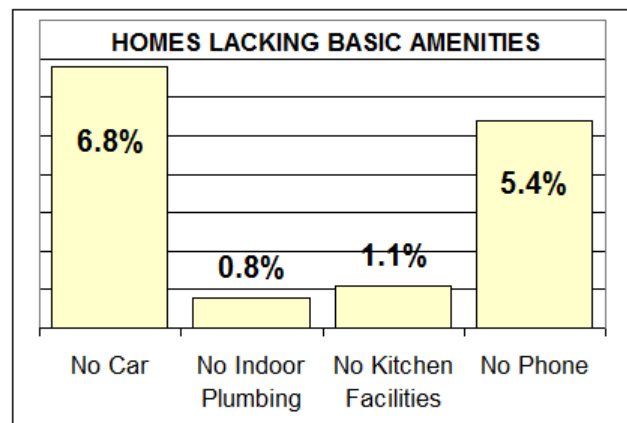


college. Of course, education is a key correlate of both **employment status** and

poverty. U.S. Census projections for 219 **significant employment gaps**, especially for **young adults between ages of 25 to 34**. The **current unemployment status** for the city is **3.7%**, although data by census tract is not reported and is expected to be much higher for residents of The Hill. On the bright side, **future job growth** for the city is projected at **44.6%**, due in part to economic growth made possible through the **Federal Designated Opportunity Zone status** (described later in the narrative).

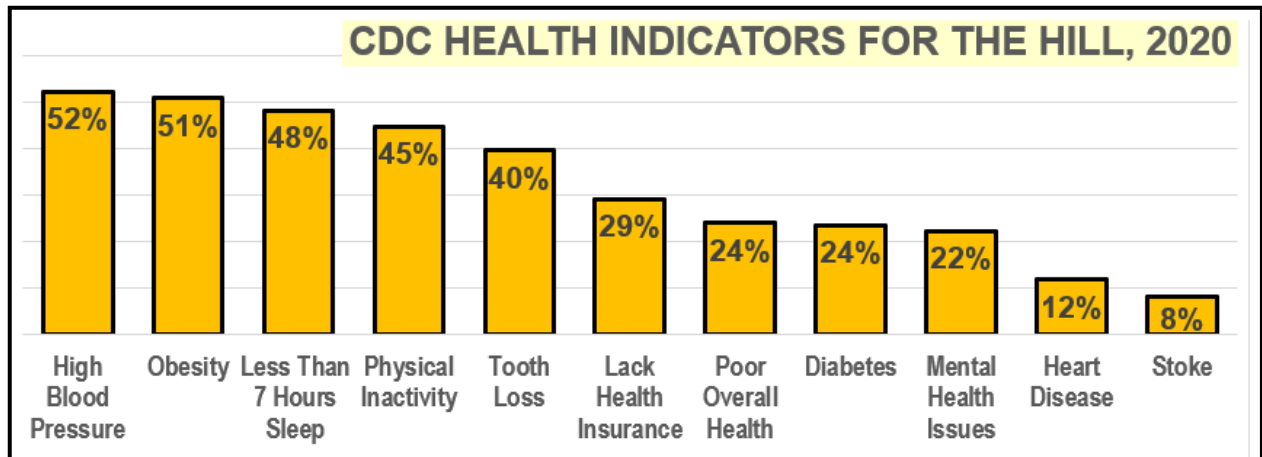


As indicated earlier, the **Family Poverty Rate** (U.S. Census, 2019) for the county has recently decreased to 14.5%. However the rate for the two census tracts stands at a **shocking 68% of households poor**. Even more disturbing is the

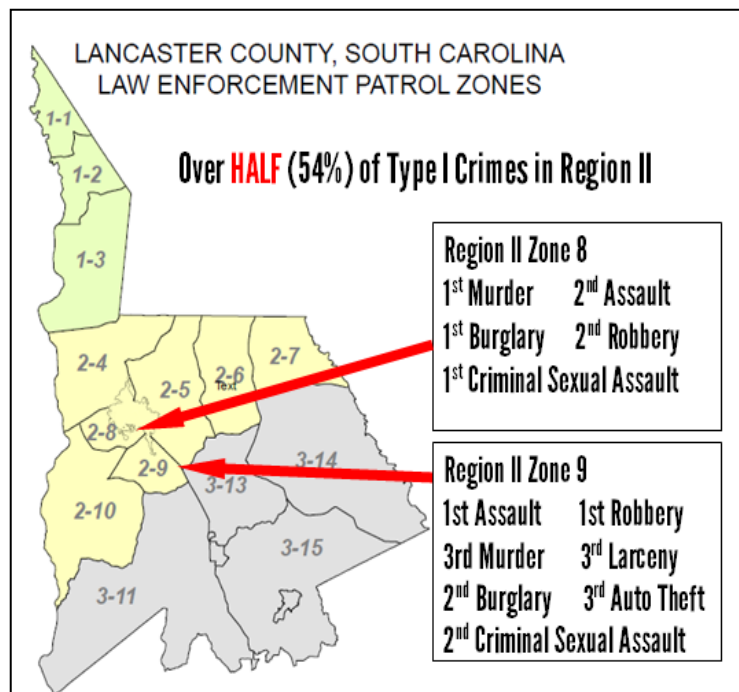


segmentation analysis of this data which reveals that **80% of poor households are headed by single women**. The impact of poverty is likewise evidenced in the number of homes lacking basic amenities such as indoor plumbing, kitchen facilities, phone or automobile (U.S. Census, 2019).

The planning team reviewed each of the **major major health indicator** tracked by the Centers for Disease Control (CDC) by census tract in Lancaster County. The result was staggering. Census Tract 107 **ranked first in every single indicator**, tied for first in **cancer**, and ranked **second highest in arthritis, asthma, and high cholesterol**.



As indicated earlier, an FBI Uniform Crime Report ranks Lancaster as **15th most dangerous town in the state** (down from 5th in 2015), During the needs assessment, data for **every crime committed in the past two years was analyzed using GIS mapping**. It was no surprise that the **majority of serious crime, including murder,**



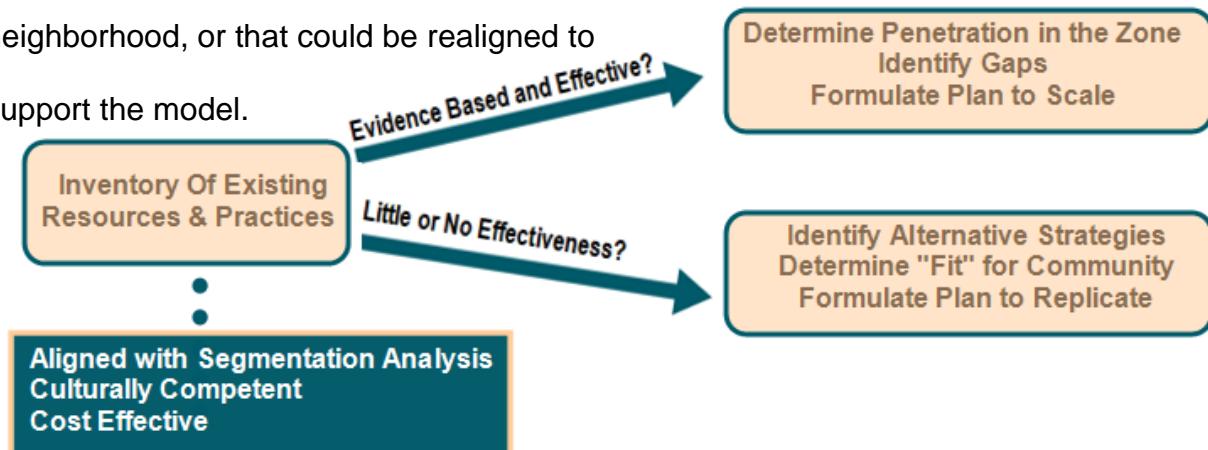
rape and burglary took place in The Hill (Region II, Zone 8). On the positive side, a subcommittee of the planning team was recent recipient of a **Community Based Crime Reduction (CBCR)** Federal Grant, an **Invitational Priority** for Promise

Neighborhood. Additional details regarding this grant and its interface with the proposed Promise Neighborhood is discussed later in the narrative.

2. Specific Gaps in Services, Infrastructure, Or Opportunities Are Identified

i. The Nature and Magnitude of Those Gaps or Weaknesses

At the conclusion of the community assessment and segmentation analysis, a detailed inventory of gaps in service, infrastructure, or lack of evidence base resources was formulated. During the development of the project, a priority was also set to formulate solutions that **built on existing community resources**, already in place in the neighborhood, or that could be realigned to support the model.



An **inventory was made of every public, private, and faith-based program** serving anywhere along the continuum. Several existing strategies with strong empirical support were included in the service model, either expanded for full penetration in the zone, or enhanced with additional resources (e.g., new times or locations, case management, or linkage with other program elements). In short--**if it didn't work, it was discarded**. If successful, it was included in the plan to scale up within the Promise Neighborhood. The full continuum of local services, resources, or opportunities was organized into **key community domains** ranging from **youth development** to **cultural and arts, faith community**, to potential **space or facilities** from which to operate program services:



Based on this, a **continuum of services** was reviewed as it **currently stands**, with every existing resource that meets the standards of evidence outlined in the statute.

The problem was then immediately apparent:

- Several needs identified within the assessment lacked **any adequate interventions**
- Most existing solutions **do not serve the size target population necessary to promote population level changes** in knowledge, attitude, or behavior.
- The “**timeline**” of solutions was **not continuous** but exhibited **programmatic interruptions** where students and families were not actively engaged.
- The **transition between individual “pipeline segments”** lacked rigor or was non-existent, **complicating family navigation or overall attrition**.

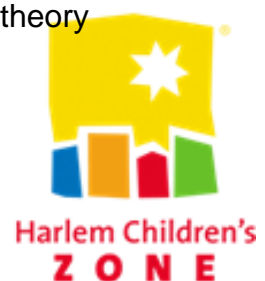
A schematic detailing **current and amended continuum of solutions**, **critical gaps**, and **transition elements for each stage of the pipeline** is found on pages 83-85

ii. Pipeline of Solutions Addressing Identified Gaps and Weaknesses

The proposed pipeline of solutions was not made adventitiously. In addition to the most rigorous needs assessment ever conducted in Lancaster and volunteers trained to canvas every home in the attendance zone, over 1,000 pages of literature was reviewed on the development, implementation, and evaluation of a Promise Neighborhood:

- How do Promise Neighborhoods; Strategies Align with Research Evidence?¹
- A Results Focus for the Promise Neighborhood Initiative²
- Supporting Children's Development Through Evidence Based Practices³
- Early Learning Solutions Launched in Promise Neighborhood Sites ⁴
- Supporting Students throughout the Pipeline towards College Graduation⁵
- Menu of College Readiness Indicators and Supports⁶
- Continually Improving Promise Neighborhoods; Role of Case Management Data⁷
- Building a Culture of Results: Emerging Practices in Promise Neighborhoods⁸
- Sustaining Community Revitalization: Mapping Funds for Promise Neighborhoods⁹

It is most important to note that the **primary theoretical framework** and theory of change for the proposed project is based on the Harvard University study and book by New York Times reporter Paul Tough¹⁰, detailing the groundbreaking work of the **Harlem Children's Zone**. The HCZ has



¹ Bower & Rossi, Education and Urban Society, July 16, 2018

² Center for Study of Social Policy, Jean-Louis, Farrow, Schoor, Bell & Smith (policylink.org)

³ Harlem Children's Zone, (hcz.org)

⁴ Center for the Study of Social Policy, 2012

⁵ Laura Vural, Harlem Children's Zone; 2016

⁶ Center for Study of Social Policy, January, 2016

⁷ Bogle, Gillespie, and Hayes; December, 2015

⁸ Center for the Study of Social Policy; January, 2016

⁹ Joseph & Connors-Tadros; The Finance Project, August 2011

¹⁰ Whatever it Takes, Paul Tough, 2004; Breaking the Cycle of Poverty; Harvard Grad School of Ed, 2012

received international recognition for transforming high poverty, minority isolated schools, in neighborhoods replete with violence, gang affiliation, addiction, and a bloated education bureaucracy into the **highest performing schools in New York**, validated through external evaluations conducted by Harvard University, and spotlighted on **60 Minutes, Oprah, NPR, and Time Magazine**. Over the past three years, members of the Lancaster Advisory Team have **raised over \$70,000** and sent **three teams of 12** community stakeholders to **spend a week of intensive study with administration and staff at the Harlem Children's Zone**. Each of the three groups **returned to Lancaster changed**—inspired and equipped with a new understanding of how to eliminate **achievement**

gaps, addressing the problem **block by block, home by home**, in true **selfless partnership**. During this time Lancaster has sent **business leaders, school superintendent, foundation directors, clergy, elected officials, non-profit executives, school principals, parents, Dean of the local University, editor of the**

Lancaster News, and others. It is important for grant reviewers

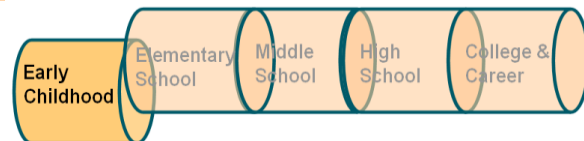
to understand that the **Lancaster team is fully committed** to Promise Neighborhood and has **worked diligently to conduct door-to-door outreach and mobilization**,



convene with **parents, students, teachers, administrators, and service providers** in **genuine conversation**. This has never been about a grant—in fact, we never believed that another Promise Neighborhood grant competition would even occur. The Project Advisory Team has been busy securing small grants to pilot test various evidence-based strategies in hopes that resources would someday be available to implement at full scale. When the 2021 grant competition was announced, project leaders stepped up and **raised \$3.3 million dollars in cash match in two weeks, during a pandemic**. The ease at which this occurred can be traced back to the three trips to Harlem. Those ambassadors spoke with urgency and conviction, and the community responded. In all humility, Lancaster is prepared to **take the next step**, continuing to **learn from other talented and committed projects around the country**.

Based on planning, segmentation analysis, discussion with the leaders at the Harlem Children’s Zone, and review of literature, a continuum of solutions was devised and now described. Each element in the proposed plan was assessed to meet the moderate to strong evidence requirements as outlined in the RFP. **A table, documenting the evidence base for each element is included later in the narrative**, and briefly summarized after each proposed intervention.

The Revolution Begins



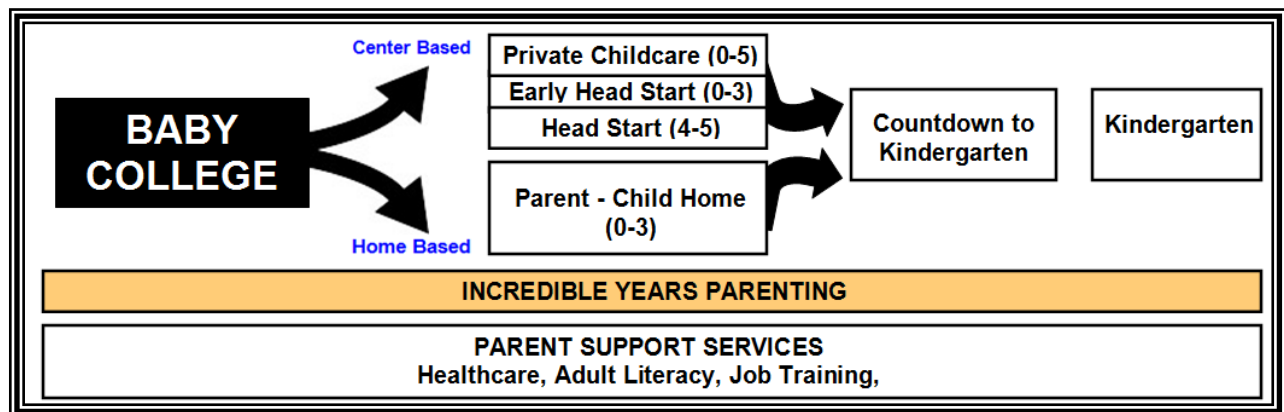
During planning discussions of the Promise Neighborhood, one concept received universal support--that the genesis of community transformation will begin at the neural level--within the brain cells



of every child born into the Clinton attendance zone. In short, **school readiness begins**

at birth; with brain development contingent on complex environmental stimuli, and it is the quality and quantity of parent-child interactions--that helps wires the brain.

To assist, **every public and private early childhood resource was involved** in planning the **entry portal to the pipeline**, with alignment and enhancement of resources to ensure a **progressive and uninterrupted continuum** of high-quality care. The early learning continuum was designed to support and enhance the entire childcare network including families served by a center-based model (e.g., private childcare, **Head Start, Early Head Start**, or **4K** (early kindergarten for 4-year-olds) and those that utilize a home-based approach (e.g., Familial Caregiver, Home Visitation, etc.). The proposed plan builds on both pathways, providing an uninterrupted, evidence-based foundation, following families from childbirth to kindergarten, as outlined below:



Initial entry to the pipeline begins with **Baby College**, an early childhood education and community mobilization framework devised by the Harlem Children's Zone. Baby College works to establish a **long-term supportive relationship** with parents, through a **ten-week series of workshops and home visits**, targeting the following domains:

Immunization	Brain Development	Breastfeeding	Discipline
Safety	Linguistic Development	Health	Nutrition

The theoretical framework for Baby College is **Touchpoints**,¹¹ the foundation for early childcare programs around the globe, including **Head Start**, listed on **What Works Clearinghouse**, and focus of **200 scholarly papers**, **30 books**, and primary academic framework for early childhood training in the U.S. Baby College enrollment begins with a **group baby shower**, replete with gifts (e.g., **car seat**, **stroller**, **diapers**, etc.). Project staff recruit via **door-to-door canvassing**, **doctor's office visits**, **block parties**, **faith community**, and **media**, **emphasizing the Baby Shower incentives**, a technique used in Harlem to recruit over 5,000 families. The program provides a strong developmental foundation while addressing rural social isolation, **as participants meet monthly following the 10-week program, through kindergarten enrollment.**

It is important to note that the approach Lancaster has employed over the past three years involves securing funding to train staff, purchase curriculum materials, determine the most accessible venues, and then **pilot the strategy** to monitor impact. The implementation of Baby College (dubbed Baby Blocks in Lancaster) followed this same path. Grant funds were secured to send a **team of six individuals to Harvard University** for a week to **train in Touchpoints**. With Promise Neighborhood funds the strategy will **gradually expand**, beginning with **three cycles of Baby College in year one**, serving **20 families per cycle, or 60 each year**. Two strong partners, **First Steps** and **The Children's Council** will coordinate the effort.



Over the past three years, these partners have worked to address service gaps in the existing early learning system. An Early Head Start grant was awarded to First Steps to fund private childcare centers to serve 72 infants and

¹¹ Percy & McIntyre (2001). Using Touchpoints to promote parental self-competence in low-income minority pregnant and parenting teen mothers.

toddlers, while adopting the rigorous Head Start performance standards. Likewise, Clinton was funded to expand the existing **4K system by three additional classrooms** serving 60 children and align instruction in the private childcare centers with the K-12 curriculum. All of these systems operate in compliance with Head Start Performance Standards, listed as an evidence-based intervention on **What Works Clearinghouse**.

Another enhancement to the early care system will target families served through home-based services. Given **transportation obstacles**, many rural communities have come to rely on home-visitation models to support child development and early brain development. A project partner, The Children's Council will expand the existing **Parent–Child Plus**, to serve 100 families with children age 2-3, with home visits conducted **twice weekly** for **two years**. This unique strategy essentially brings **elements of childcare center programming into the home**. On each visit, the trained facilitator **delivers a VISM** (a developmentally appropriate and culturally competent book or educational toy) to coach the parent to facilitate **motor skill development, language acquisition, and numeracy**. To promote social development, the program provides **regular family events** to celebrate developmental and programmatic milestones.



The evidence base for PCH is especially strong, with **longitudinal, multi-site, randomized control trials** demonstrating a statistically significant impact on parent verbal interactions (Madden, et. al, 1984), receptive vocabulary (Levenstein, 1970), reduced need for special education (Lazar & Darlington, 1982), and improved graduation rate (Levenstein, et. al, 1998). The program has received national accolades that include:

- 2016 Library of Congress Literacy Award
- U.S. Department of Education - Educational Programs That Work
- 2015 Bright Spot-White House Educational Excellence for Hispanics
- National Dropout Prevention Center- Model Program Award
- National Institute of Mental Health - Model Program

Finally, while the entry portal to the pipeline is Baby College, resources have been allocated to transition children from Early Childhood into Kindergarten. A model employed in South Carolina (Countdown to Kindergarten) begins with a home visit



followed by a **six-week summer program** conducted by teachers to meet with incoming students, orient parent and child to school, become familiar with classroom and peers, and begin pre-literacy and numeracy skill development.

This component is also conducted by First Steps, along with a literacy promotion whereby **every child under age five receives a book a month mailed home**. The importance of book distribution



cannot be overstated. Clinton Kindergarten teachers have long observed that many children entering school **do not even know how to hold and open a book**. The Dolly Parton book distribution strategy will be expanded beyond the children in Countdown to Kindergarten, but to **every family of a preschool child residing in the zone**.

Additional Early Learning Parent Supports

Identified concerns related to alcohol use during pregnancy, discipline, and important pre-literacy practices (pages 8-9) led to the adoption of a parent education model for families in both center and home-based care. A review of research resulted in

selection of an approach with the strongest evidence base of any program in the U.S., including **What Works Clearinghouse**, the **National Registry of Evidence Based Programs and Practices**, the **Center for Substance Abuse Prevention**, and **Office of Juvenile Justice Delinquency Prevention**. Furthermore, the program has been validated in rural areas, with demographics similar to Lancaster, and with **children with disabilities**¹².



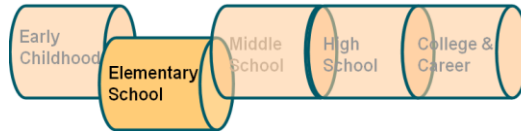
The Incredible Years Program builds on Baby College, teaching parents of infants and toddlers (up to 30 months) to read their child's cues, use effective verbal communication, and provide physical, tactile, and visual stimulation. **Each cycle of 12 sessions** (2 hours each) focuses on strengthening parent-child interactions, reducing harsh discipline, and fostering social, emotional, and language development. Three cycles of Incredible Years will be conducted, serving 15 families per cycle, or 45 each year. First Steps will coordinate the effort as well.

In addition to parent training, every public, private, and faith-based support service has been assembled to provide services to families in the Promise Neighborhood. To facilitate access, a large **adult education training center is located directly next door to** Clinton Elementary and employed to provide the following services (described in more detail, later in the narrative):

GED Literacy, Numeracy	English as Second Language	Computers
Pre-Employment Training	WorkKeys Assessment	Interviewing
Family Finance/ Credit Repair	Affordable Care Act Sign-Up	Nutrition

¹² Webster-Stratton, & Reid; (2003). Treating conduct problems and strengthening social and emotional competence in young children: *Journal of Emotional and Behavioral Disorders*, 1(3), 130-143.

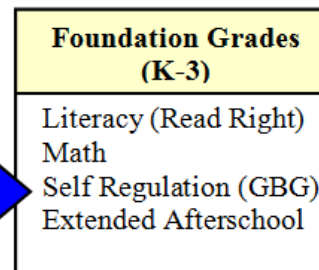
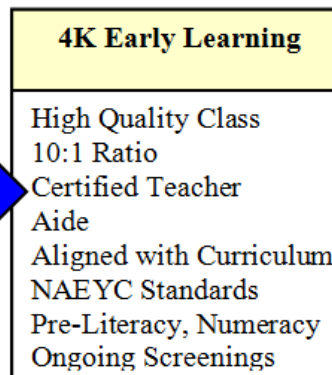
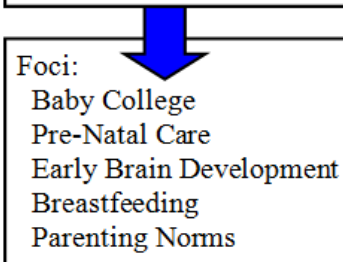
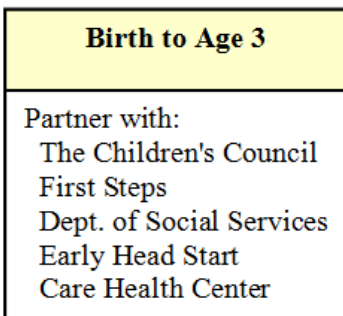
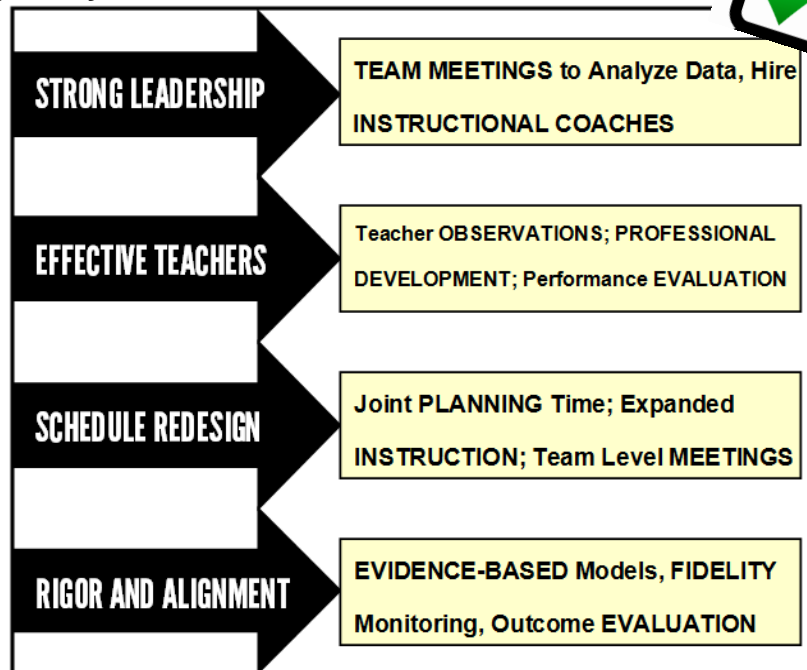
Laying the Foundation



As indicated earlier, three years ago Clinton Elementary was designated a **State Priority School** due to failing performance. Since then, a detailed reorganization plan was implemented (summarized below) and results have been most encouraging, and the school is **no longer a priority school**. Each element of the Promise



Neighborhood framework addresses lessons learned from past attempts to correct the problem. First, past attempts **were not aligned with evidence based instructional models**--from professional development to instruction, so much of what



existed
lacked
empirical
rigor.

Second, the **use of data** to monitor objectives were not fully realized and provided little opportunity to **make adjustments in instruction** in a timely manner. Third, data reveals that the bulk of children begin

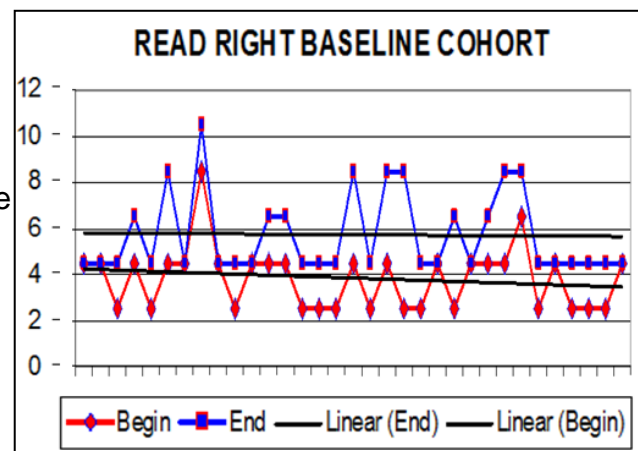
school unprepared, socially and developmentally delayed, due to the devastating impact of poverty and lack of early education resources, beginning at birth. Finally, past **attempts did not adequately engage parents**, community members, and the wealth of supports available to assist. The schematic on the previous page summarizes this new **alignment between early learning resources** described and the revised instructional focus at Clinton, especially in grades K through 3rd grade.

However, despite improvements, assessment data suggests more to be done at the target elementary school. Three areas of concern are targeted in the proposed plan:

COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

As indicated earlier, one of the most significant concerns identified in the assessment was **reading difficulties**, not just at Clinton, but the middle and high school as well. Using the aforementioned Pilot Testing framework, an evidence-based model was identified and with funds from a private foundation tested as a suitable model for schools on The Hill.

A group of **33 problem readers** at Lancaster High were recruited to participate in an intervention that **sounded too good to be true**. At pre-test, the average participant was assessed reading at a **4th**



grade level on the Gates McGintie Reading Scale. After two months in **Read Right**, an average **increase was recorded of two grade levels**.

The program begins with a **rigorous assessment, repeated monthly**, and driven by **individualized instruction**. Read Right targets neural processing and brain

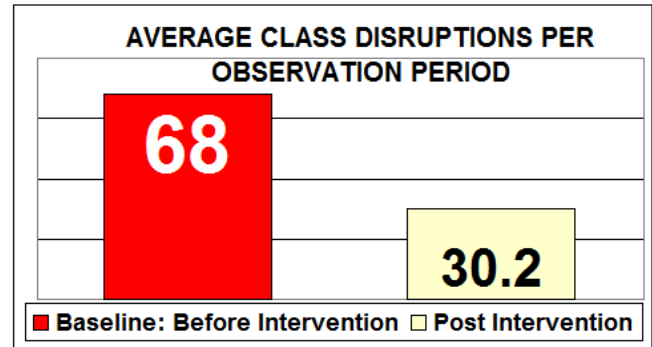
plasticity, positing that reading problems are caused when an individual builds a flawed neural network for guiding the integrated process of reading. A series of exercises help remodel the network that, in struggling readers, is guiding the process inappropriately.

Developed in 1991, with independent, **experimentally controlled evaluations**, the program first gained notoriety when Named "**Best Program Available**" for workforce reading improvement by Hewlett Packard. Since then, the program has received highest rating by the **National Center on Response to Intervention for RTI**, **outperforming every curriculum used in the U.S. Department of Education's Striving Readers initiative**. The approach has proven effective for **elementary, middle, high school and adults**, as well as with **ESL**, and **special education populations**. The unique teacher training protocol involves Certified Trainers who spend **seven full weeks on-site at all three target schools** in sessions with both **teachers AND target students**. In this way, valuable **instructional time is not lost** while teachers participate in training. The training plan is outlined below, interspersed with 2-3 week practice periods:

Implementation		Follow-up		Follow-up		Follow-up		Follow-up
Week 1-3	2 Weeks	Week 4	3 Weeks	Week 5	3 Weeks	Week 6	3 Weeks	Week 7

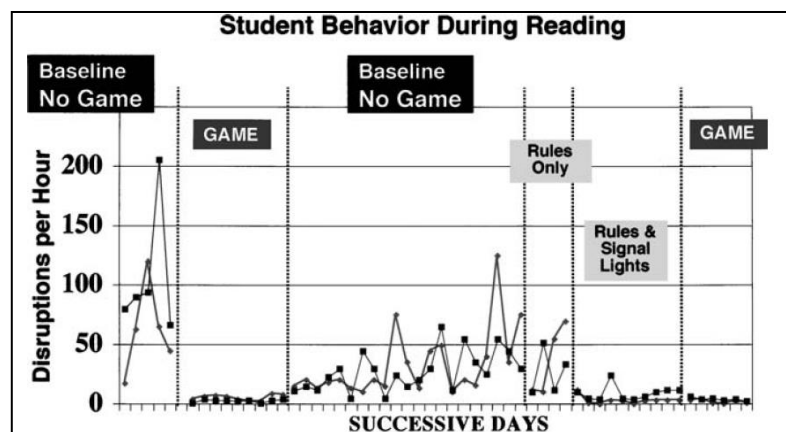
The plan calls for **implementation at all three schools**, as well as the **Adult Education center** located next door to Clinton Elementary. Once the initial wave of training has been completed, the project will work with Read Right to become a Certified Trainer, which will **help sustain the evidence based model well after federal funds have lapsed**.

The next priority consideration for the project concerns the growing number of **behavioral disruptions** at Clinton. An evidence-based model was identified and using the same **pilot testing approach** as



employed with Read Right, funds were secured to explore suitability for Promise Neighborhood. **Trained observers coded student behaviors** within all second-grade classrooms at Clinton, **every minute for an hour a day, for several weeks**. The

average class exhibited a staggering 68 disruptions per hour. Teachers then introduced the evidence-based model, **PAX Good Behavior Game**, and the observers continued to



code behaviors weekly throughout the semester. At the end, disruptions had been cut in half, consistent with **randomized control studies** conducted on the intervention.

The **Good Behavior Game** (GBG) is not a curriculum, but a behavior management strategy that



teachers use during regular instruction. GBG employs a classroom-wide game format with teams and rewards to **socialize children and reduce aggressive disruptive classroom behaviors**. The effectiveness of the GBG has been documented in **twenty-two peer reviewed journal articles**¹³, employing randomized control trials, with follow

¹³ The Good Behavior Game and the Future of Prevention and Treatment; Kellam, Mackenzie, Brown, Poduska, Wang, Petras, and Wilcox; Addiction Science and Clinical Practice, 2011 Jul; 6(1): 73–84.

up assessment **as long as 20 years**. Since then, the program has been named a best practice by a wide range of public and private entities including:

- U.S. National Institute on Drug Abuse (**NIDA**)
- Center for Substance Abuse Prevention (**CSAP**)
- Surgeon General of the United States Report on Youth Violence
- National Registry of **Evidence Based Programs and Practices** (NREPP)
- U.S. Office of Juvenile Justice and Delinquency Prevention (**OJJDP**)
- National Federation of Teachers

Full scale implementation will begin in first and second grade classrooms, with extensive technical assistance from PAX Institute, with five full days of training conducted in the summer. The chart below summarizes the projected service levels:

TOTAL:	Y1	Y2	Y3	Y4	Y5	TOTAL
School Coaches Trained	2	0	2	0	0	4
Classrooms Served	10	10	10	10	10	50
Estimated Students Served	225	225	225	225	225	1,225
Teachers Implementing the Model	20	20	20	20	20	100
Webinars Conduct for Staff	3	3	3	3	3	15

DEVELOPING & INCREASING TEACHER & SCHOOL LEADER EFFECTIVENESS

Teacher effectiveness plays a pivotal role in achievement, more than any other single factor (Wright, et al, 1997). For this reason, the plan calls for **rigorous professional development**, with two objectives: 1) implement a well-defined, **vertically articulated curriculum** with monthly training sessions, **aligned closely with state standards**; 2) conduct training in the best **pedagogical practices for fostering critical thinking** and student achievement. A key element is drawn from the work of Robert Marzano, a founder of evidence-based education. Based on an analysis of independent, randomized control trial studies, Marzano published *Classroom Instruction that Works*,

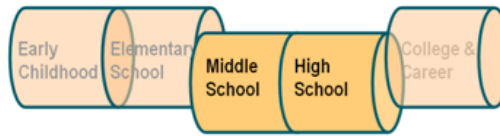
nine strategies that impact student learning. It was this work that in 2012, led the U.S. Department of Education to create the Regional Educational Laboratory (REL) at the

Homework and Practice	Reinforcing Effort and Providing Recognition	Summarizing and Note Taking
Identifying Similarities and Differences	Setting Objectives and Providing Feedback	Nonlinguistic Representations
Cooperative Learning	Cues, Questions, and Advance Organizers	Generating and Testing Hypotheses

Marzano Research Center, one of ten centers in the U.S. With assistance from Columbia University Teachers College, a rigorous professional development protocol is planned that includes **week-long summer workshops**, coaching and mentoring sessions, and study groups to assist with vertical alignment and articulation with Marzano research.

Finally, it is important to note that all of the aforementioned solutions have been designed as a **coherent educational system as opposed to programmatic silos**. For example, although Read Right is described for Clinton Elementary, the segmentation analysis points to similar concerns for students at the target middle and high school. Therefore, grant funding will be employed to implement Read Right in all three schools. Likewise, Parent Supports detailed in the Early Learning element, are employed in all target schools. Finally, a universal concern was raised regarding the need for increased learning time through a rigorous afterschool component and School on Saturday, also employed at all three schools and described in the next section.

Knowledge, Skills, & Dispositions



Although the feeder middle and high school have not been designed Priority Schools by the state, their inclusion in Promise Neighborhood was not made adventitiously. Data presented earlier reveals an alarming performance gap compared to other schools in the district, especially with regards to *reading, algebra*, rigorous coursework such as **Dual Enrollment or Advanced Placement**, and **college enrollment**. Since the aforementioned reading intervention (Read Right) described in detail for Clinton will also be employed at A.R. Rucker and Lancaster High, no further mention will be included here. Instead, several key interventions will be presented to address identified gaps.

EXTENDED ACADEMIC SUPPORTS / SCHOOL ON SATURDAY

Although perception exists that American students spend less time in class than other countries, the data clearly shows that instructional time in most U.S. schools is comparable to other countries, even high-performing countries like Finland, Japan, and Korea¹⁴. More important, while research suggests that providing additional time can be an effective tool for improving student outcomes, it is **how that time is employed that is the critical factor**. A review of literature related to Out-of-School Time on **What Works Clearinghouse**, lays out five recommendations, summarized in the graphic on the next page, which have been infused into the plan for **afterschool and Saturday support sessions**, focused especially on the required **math sequence necessary for postsecondary success**.

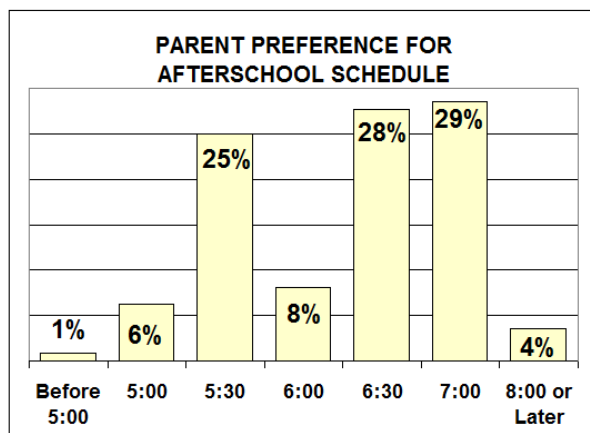
¹⁴ Center for Public Education: Time in school: How does the U.S. compare?

While no such programs exist within A.R. Rucker or Lancaster High, a planning subcommittee was established, comprised of educators, parents,

Structuring Out of School Time to Improve Academic Achievement: What Works Clearinghouse

Recommendation One	Align the OST program academically with the school day.
Recommendation Two	Maximize student participation and attendance.
Recommendation Three	Assess program performance and use the results to improve the quality of the program
Recommendation Four	Adapt instruction to individual and small group needs.
Recommendation Five	Provide engaging learning experiences

and key community stakeholders, who devised a **program structure, hours of operation, staffing pattern**, and interface with other elements in the cradle to career continuum. First, the subcommittee reviewed assessment data, especially input from target parents. One of the most pervasive sentiments observed during the door-to-door canvassing was the perceived need for a safe and accessible place for youth to go afterschool but structured with rigorous academic supports. Although the district receives state funding (**21st Century CLC**) to operate at four elementary schools, the Advisory Team expressed surprise that each of these programs ended before 5:00, a significant obstacle for working parents, especially those that commute to the northern end of the county, a thirty-minute drive. Surprisingly, **input from parents was never solicited during development** of these programs. When parents were asked



during the canvassing about the optimal time for afterschool, the majority (57%) preferred services until 6:30 or 7:00. To that end, a rigorous schedule was devised, **consonant with parent preferences**, and closely aligned with the model employed in the **Harlem Children's Zone**.

Monday - Friday	A.R. Rucker Middle	Lancaster High	Clinton Elementary
Sign-in / Snack / Homework / Rest	3:20 - 4:20	3:30 - 4:30	2:05 - 3:05
ACADEMIC (60 Minutes)	4:20 - 5:20	4:30 - 5:30	3:05 - 4:05
FITNESS (60 Minutes)	5:20 - 6:20	5:30 - 6:30	4:05 - 5:05
EXPOSURE (60 Minutes)	6:20 - 7:20	6:30 - 7:30	5:05 - 6:05
Buses Depart	7:20	7:30	6:05

As opposed to an informal "drop-in" program or "homework assistance" model, the proposed model is designed as an extension of the academic day (**Recommendation One: WWC research analysis**), with afterschool instructors communicating directly with classroom teachers on lesson plans to support progress. A rigorous instructional program is proposed and structured around three key components. First, an **Academic Block** will provide support in each of the aforementioned areas of concern (reading, algebra and postsecondary math sequence). Second, given the staggering level of obesity documented in BMI measures, a **Health and Fitness Block** will be conducted to augment instruction in nutrition and facilitate moderate to rigorous physical activity. Finally, recognizing that it may be difficult for children to stay engaged throughout the school day and then SIT for hours in an after-school program, a third **Exposure Block** will provide cultural, artistic, or experiential activities aligned to the instructional curriculum, but exercised in more creative ways, building on **individual learning styles**

(**Recommendation Five: WWC analysis**). The utility of this block cannot be overstated. The sad reality is that many of the target youth have never ventured outside of the county, observed a building higher than two stories, dined in a restaurant without a drive-thru window, or been on an interstate. The Exposure Block is intended to remedy this. In addition, program content will be organized around a "**micro-course**" model with **subjects changing every nine weeks**. Modeled after a college academic calendar, each term students will register for new courses. Subject areas may include the following:

Speed Chess	Photography	Horseback Riding	Filmmaking
Shakespeare	Cartooning	Mnemonics (memory skills)	Ballet
Kitchen Science	Creative Writing	Music Video Production	Spanish
Gardening	Tie Dye T-Shirts	Roller Coaster Physics	Tap Dance
Muay Thai Boxing	Fashion Design	Experimental Psychology	Ceramics

In addition to Read Right, described earlier, another instructional **MATHia** model was selected for use in classroom and afterschool, specifically targeting concerns related to mathematics progressed necessary for college admission and success. Sadly, a review of existing math curricula within the target middle and high school **does not meet the rigorous criteria set forth in What Works Clearinghouse**. That said, a review of this research resulted in the selection of a model that does meet the evidence standards and suitable for local replication. **Cognitive Tutor Algebra** (now called **Mathia**) is a secondary mathematics curriculum developed by Carnegie Learning that focuses on how students think about and learn mathematics. The **What Works Clearinghouse** identified **six studies of the model** that meet design

standards of **independent, randomized control trials, baseline equivalency, large sample size and multiple replications**, and with **medium to large effect sizes** for math achievement.

The curriculum can be implemented using a textbook, adaptive software, or combination of textbook and software activities, and will be employed both in the **regular classroom as well as the afterschool component**. Every math instructor at the target middle and high school will participate in the full sequence of training in the model, practice sessions, fidelity observations, and regular review of student data will be employed to ensure the model aligns and meets target objectives (fidelity monitoring described later in the narrative).

Next, assessment data decries the growing level of **obesity and sedentary “screen time”** among target students. Recommendations from the Harlem Children’s Zone have been discussed locally and will include a ban on all **sugared drinks and fast food** within the target schools, for both students, teachers, and visitors.

Community gardens, in partnership with United Way of Lancaster, will be devised at each target school and several other locations within space donated by the county. Likewise, a significant concern raised during the planning was the need for additional time for physical activity and fitness education. To address this concern, an afterschool **Fitness Block**, staffed by PE and health teachers, structured and monitored so that 75% of time is spent in **moderate to rigorous physical activity**. Consonant with the aforementioned Fitness for Life approach, the center will include a wide range of activities to **accommodate to varying interests and capabilities**. Each nine weeks, a rotating menu of “micro-courses” will be provided, that students will self-select. Topics

might include dance, **Heart-light aerobics**, jump roping, **scooter track and field**, wheelchair basketball, and cooperative games. In addition,



the project will include replication of the **Zombie Fitness Club**, created in Chicago and made popular on a series of YouTube videos. The activity provides a timed obstacle course and is based on the three essential skills needed to survive a Zombie Apocalypse: running, jumping, and climbing. The model has also been adapted for **students of all ability levels**. Project staff have even discussed designing a **Special Make-Up effects micro-course** in the afterschool program where teachers can be **outfitted as zombies** during the Zombie Fitness Club.

The proposed Afterschool Component will operate five days a week during the regular school year, and three weeks in the summer, taught by certified teachers from the target schools, aides, and volunteers recruited by the Coalition. In this way, experienced teachers can be paired with positive role models from the community. In addition, the plan calls for **School on Saturday (S.O.S)** to be conducted throughout the year and providing an opportunity for instruction and exposure, especially in terms of **structured field trips** throughout the region (**African American Museum, Old English Renaissance Festival, Discovery Place Science Center, Kayaking, National Whitewater Center**, etc.). All programming has been designed to accommodate all students, including children with **Limited English, Disabilities or Special Needs**.

The overall scope of the Promise Neighborhood project, including the afterschool component, is designed to ultimately reach the entire enrollment cohort, with an annual **progressive increase in participation**, beginning with **40% in year one**, increasing to

80% by the end of the five-year tenure. While the likelihood of voluntarily engaging

80% of students, especially middle and high school, for extended

afterschool and Saturday sessions may seem daunting, Advisory Team

members propose to

replicate a strategy

employed successfully



in the Harlem Children's Zone-- in **short, students receive incentives and stipends**

(with private funds raised). By incentivizing participation, the program will provide a

powerful recruitment tool to maximize attendance and engagement (**Recommendation**

Three: WWC analysis). A formula has been adapted from the Harlem Children's Zone

that takes into consideration participation in **afterschool and Saturday activities,**

attendance, achievement, and behavioral compliance. Each month, students that

earn maximum points receive **a stipend of \$50,** from cash raised from **individuals,**

businesses, and foundations. The least amount earned in a month is \$5. The plan

accommodates to youth in **extracurricular activities or must work afterschool.**

It is important to note that the lead applicant for the Promise Neighborhood grant

(Partners for Youth) has significant experience in a similar endeavor. In 2008, the

organization **helped raise \$1.8 million dollars to fund college scholarships** in

Lancaster, using a similar point system to reward participation, achievement, and

behavior, with **students earning financial awards as high as \$4,000 each year.**

ACCELERATION AND REMEDIATION SERVICES



**ACCELERATION
ACADEMIES**

Segmentation data highlight two critical "**danger points**" in

the pathway to graduation. In addition to concerns at **9th grade** detailed elsewhere

(e.g., **algebra, math sequencing, student engagement**, etc.), by the end of 7th grade, a number of students are **unable to meet the new rigors of middle school**.

Unchecked, the likelihood of these youth catching up, graduating on time, or even remaining in school begins to decline. For this reason, one of the strongest program interventions from **What Works Clearinghouse** will be employed to serve students who are **one to two years behind grade level**. **Accelerated Middle Schools** typically operate as a "**school within a school**," and provides students the opportunity to cover an additional year of curriculum over 1–2 years. To make room for additional instructional time, subjects are prioritized (Math, English, Biology, History), linked thematically across subjects, offered in a **more experiential "hands-on"** approach, with **smaller class size** (1:10 Teacher-Student Ratio), and with a range of academic and social supports such as **tutoring, attendance monitoring, counseling**, and **family outreach**. **Five core subject teachers will be employed for the intervention**, along with **three weeks of professional development** conducted on the summer before implementation. **Three studies meet the WWC evidence standards**, with strong positive effects on **staying in school and positive effects on progressing in school**.

STUDENT ENGAGEMENT, SUPPORT AND CASE MANAGEMENT

Much concern exists over student perceptions that

academic success is aversive. During a forum sponsored



by an African American church from The Hill, many Black youth revealed that doing well in school signifies that "you are **trying to act white**." Some reported **deliberately failing a test** to avoid potential criticism. Likewise, survey data suggests a number of youth are essentially "invisible," with little no interaction with other students or staff.

Project leaders have responded with a **student engagement component** designed to promote positive impressions of educational attainment, peer support, critical thinking skills, expose youth to strong role models and promote college attendance. Check and Connect is one of the strongest interventions on **What Works Clearinghouse**, designed to connect youth to trained adults who monitor a range of socio-educational indicators, and found to have positive effects on staying in school and potentially positive effects on grade progression. Check and Connect is designed to enhance student engagement through **relationship building, encouragement, and persistence**. A range of supports are provided including **problem-solving, mediation, social skill development, and recreational and community service exploration**.

A key partner with extensive experience in mentoring, youth development, and work with gang affiliated youth, (**Communities in Schools**), will coordinate the intervention with training and technical support from the University of Minnesota, developers of the model. Seven full time staff will be involved and then assigned to meet weekly with each student, for a minimum of one hour. Based on assessment data, Check and Connect will work with the most critical target group, every 7th grader entering A.R. Rucker Middle and every 9th grader at Lancaster High.



Another support component was derived from the aforementioned **Harlem Children's Zone, Academic Case Management**, whereby targeted students are assigned a Student Advocate. Whereas guidance counselors in the district maintain an average caseload of 400 students, Student Advocates advise no more 25 students, working closely to create **individualized action plans** with concrete, targeted strategies to help advance both

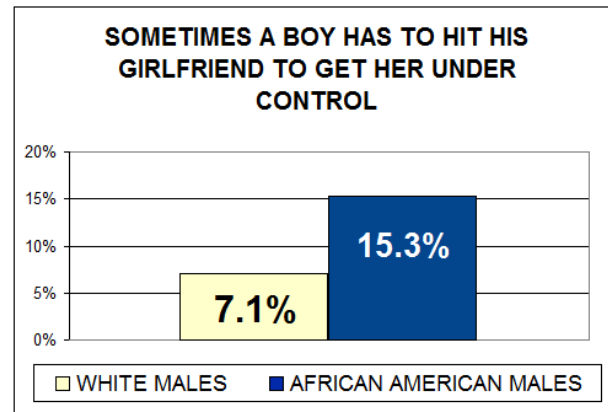
academic and personal development. These case managers collaborate with parents, teachers, tutors, and other **service providers inside the pipeline to monitor identified concerns** related to attendance, behavior, academic problems, or issues related to disability. United Way of Lancaster has agreed to coordinate this component, given their central role in the service delivery network and past experience related to **case management for homeless children and families**. Joining these case managers will be **three full time master's Level Mental Health Therapists**, who will provide **individual, group or family therapy**, as well as case consultation with teachers and administrators. It is important to note that **all elements of HIPAA and FIRPA will be adhered to ensure client confidentiality and participant protection**.

Finally, the last student support component addresses data related to substance use and violence. A review of evidence-based program models within **What Works Clearinghouse** reveals only one model that meets evidence standards for promoting pro-social skills, positive character, and violence and drug-free norms. The curriculum consists of 14 lessons, as well as 12 others that can be infused into other subjects (i.e., English, science, and social studies). The curriculum will be added to health, physical education, ROTC, and/or High School 101, dependent on the school. A key partner, (**Lancaster Addiction Services - CSL**) who also co-chairs the aforementioned Drug Free Community Support coalition will coordinate the intervention, with training of trainers to be provided by the parent corporation, The Mendez Foundation.



The importance of this element cannot be overstated. Since January, there have been **six murders in the target neighborhood**; most were **execution style** and gang

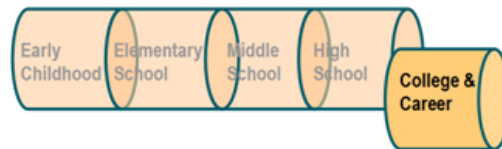
related. While comprising 13% of the population, a staggering 56% of Lancaster prison admissions are Black males. Black males are also three times more likely to be a victim of violent crime, and survey data suggests Black male students are more likely to **normalize relationship violence** compared to their white counterparts. The subcontract agency, in partnership with local domestic violence and rape crisis partners are professionally qualified to lead this effort and Too Good for Drugs/Violence offers the strongest empirical support.



The table below illustrates the allocation of support services at the target schools:

	Clinton Elementary	Rucker Middle	Lancaster High
Check & Connect	--	3 Full Time	5 Full Time
Academic Case Management	1.5 Full Time	2 Full Time	3.5 Full Time
School Based Mental Health Services	1 Full Time	1 Full Time	1 Full Time
Too Good for Drugs / Violence	1 Full Time	1 Full Time	1 Full Time

Navigating the Road to College



RAISING THE ACADEMIC BAR THROUGH RIGOROUS COURSEWORK

Over the past decade, research has highlighted the most important predictors of college enrollment and success and suggests that a lack of financial resources is not the

primary reason that low-income families do not make the decision to attend college

(Swail, 1995). The most **Effective predictors** are summarized in the chart to the right

and **organized by**

level. To that end,

significant resources

have been placed on

expanding,

enhancing, and

marketing rigorous

courses for target

students, aligned with

challenging academic standards. While the steps

described earlier to assist students with **career**

planning, remaining on **grade level** in core subjects, assistance for **struggling**

readers, and resources to help students navigate the **rigorous math sequence**

requirements, much still needs to be done to prepare students for **postsecondary**

education and career. As indicated earlier, many of the middle and high school

predictors of college enrollment relate to participation in a planned sequence of rigorous

coursework, aligned with challenging academic standards. To that end, significant

resources have been placed on expanding, enhancing, and marketing rigorous courses

MIDDLE	HIGH
Passing all ELA and mathematics courses and meeting benchmarks on state exams ¹	Completed math sequence: Algebra II (9th grade), geometry (10th), Algebra III / trigonometry (11th), pre-calculus or calculus (12th grade) ²
Passing Algebra I in the eighth grade ³ ; NAEP mathematics score of > 292 in eighth grade ⁴	Dual enrollment participation ⁵ ; AP Exam: 3 or higher ⁶ ; Benchmarks on SAT > 1550 ⁷
Benchmark for ACT ENGAGE scores: English 13, math 17, science 20 and reading 15 ⁸	Passing state exams ⁹ .
High scores on the Grit-S and Grit-O scales ¹⁰	FAFSA completion ¹¹
< 20% absenteeism in middle grades ¹²	<10% absenteeism in high school grades ¹³
	Participation in college outreach and enhancement programs such as summer bridge programs, school year transition programs, and early intervention programs ¹⁴

¹ Cumpston, Schexnayder, & King, 2012

² Klepfer & Hull, 2012

³ Lee, 2013

⁴ Lee, 2013

⁵ Karp et al., 2007

⁶ Wiley et al., 2010

⁷ ACT, 2012

⁸ Silver & Saunders, 2008;

⁹ Cumpston et al., 2012

¹⁰ Duckworth & Quinn, 2009

¹¹ Nagaoka et al., 2009

¹² Balfanz, 2009

¹³ Allensworth & Easton, 2007

¹⁴ Barnett et al., 2012

for target students. **The following instructional options will be employed:**

- **Dual Enrollment /Concurrent Enrollment.** Beginning in the 11th grade, students can enroll in classes at the University of SC-Lancaster. Such courses are free, with the exception of texts (\$300). Concurrent enrollment is discounted (\$100 tuition, plus books). In the past, enrollment has been low due to **lack of awareness, cost to low-income families**, and little perceived incentive to students lacking plans for college. Through a combination of **workshops, presentations, home visits, tutoring** support, **incentives**, and financial assistance to **cover the cost of books**, College and Career Specialists will assist students with enrolling in one or more the courses outlined below:

Introduction to Psychology	Principles of Microeconomics
Criminal Justice 101–American System	Political Science 201–U.S. Government
English 101–Critical Reading & Composition	English 102–Rhetoric & Composition
European History (to mid-17th Century)	European History (from Mid-17th on)
US History to 1865 / Since 1865	Math 111 – Basic College Math

- **Advanced Placement Component**

Assessment data reveal significant obstacles to increasing instructional rigor. With schools over 58 years of age and outdated equipment, the challenges facing the district have been severe. In the past five years many **AP instructors have retired**, and lack of **replacement training funds** has resulted

	Current	New
English Lang /Comp	•	
English Lit / Comp	•	
US History	•	
Calculus AB	•	
Psychology	•	
Spanish	•	
Biology		•
Chemistry		•
Music Theory		•
Art and Design		•
Geography		•
Statistics		•
Research		•
Seminar		•

in a **decrease in AP availability**. While a decade ago, Lancaster High provided twelve Advanced Placement Courses, now dropping to only six. **Less than 20% of students participating in AP courses were from Lancaster High**, compared with **67% for Indian land**. Of those students enrolled in ap, **less than a third were African American, and less than 10% Hispanic**. With Promise Neighborhood funding, a new cohort of teachers will participate in College Board training necessary to implement a range of new courses, as outlined in the table on the previous page.

CAREER EXPLORATION AND DEVELOPMENT COMPONENT

A newly hired superintendent has worked to strengthen the district's partnership with local businesses. Although rural, there are a number of important partners that form the chief economic infrastructure in the community, and have agreed to assist the project:

Springs Hospital	D.H. Hagin Engineering	Lancaster News
Red Ventures Marketing	Founders Credit Union	1 st Palmetto Savings
Lancaster County	Comporium Communication	Nutramax Laboratories

To assist students with career exploration and gain a better understanding of applied knowledge in various vocations, the business partners have agreed to provide:

Annual Career Fair at USCL	Guest Lectures for Class & Tutoring Sessions
Mock Job Interviews	Job-Shadowing & Field trips

CAMPUS BASED LEARNING & EXPOSURE



A key partner in Promise Neighborhood is the University of South Carolina-Lancaster, which currently maintains the **highest retention rate for African American students of any institution in the state system**. Their commitment has been phenomenal, with

little or no effort at self-promotion. In fact, USCL has made it clear—their priority is that more students in Lancaster attend college, not necessarily USCL. Their contributions include:

- **College Awareness.** Each year, College and Career Specialists and USCL staff will collaborate to provide a range of services including six **Field Trips** to regional campuses, including Historically Black Colleges and Universities. Four of these will be **extended summer trips** with full exposure to college life. An annual **College & Career Day** will also be conducted to highlight institutions in the region.

- **STEM Camp.** A Science, Math & Technology camp is planned on campus for students in grades 7-12. **Two summer camps** will be for four weeks (M-F, 1:00 -5:00), taught by department faculty and serve 48 youth in each, or a total of 96.

- **SUMMER BRIDGE PROGRAM**



A review of **What Works Clearinghouse** reveals only **five interventions** with a **documented level of effectiveness** related to **postsecondary success**—two of them will be introduced to the target students as part of the proposed project. The first is a **Summer Bridge Program** to serve students at Lancaster High. Summer bridge programs are designed to **ease the transition to college** and support postsecondary success by **providing students with the academic skills** and social resources needed to succeed in a college environment. These programs occur in the **summer “bridge” period between high school and college**, and typically last **2–4 weeks**. Although programs differ, a review of the literature related to the intervention suggests that most Bridge Program provide four key elements:

- An In-Depth **Orientation to College Life** and Resources,
- **Academic Advising**
- Training in Skills for College Success Including **Time Management & Study Skills**
- **Accelerated Academic Coursework**

The What Works Clearinghouse review of summer bridge programs on student outcomes in five postsecondary domains: **college degree attainment, college access and enrollment, credit accumulation, general academic achievement** while in college, and entrance into the **labor market**. The best study of the intervention, Murphy et al. (2010) used a **quasi-experimental design** to examine the effects of a 5-week summer bridge program on students' postsecondary graduation rates. Baseline equivalence of the intervention and comparison groups was established for high school grade point average and median household income. The study included follow-up for a minimum of 5 years after enrollment. Bridge programs were found to have potentially positive effects on postsecondary attainment for postsecondary students¹⁵. The University of South Carolina-Lancaster has agreed to assist with planning, implementation, and management of a **four-week Summer Bridge Program** on campus, staffed by faculty, student advisors, and teachers from the target high school.

- **ACT / SAT Preparation and Coaching Classes -**

The second College and Career Support intervention with documented level of effectiveness rated by **What Works Clearinghouse** is **college entrance exam preparation and coaching classes**. Most colleges and universities in the U.S. require

¹⁵ Murphy, T. E., Gaughan, M., Hume, R., & Moore, S. G. Jr. (2010). College graduation rates for minority students in a selective technical university: Will participation in a summer bridge program contribute to success? *Educational Evaluation and Policy Analysis*, 32(1), 70–83.

students to take the **SAT or ACT as part of the college application process**. These tests are high stakes in at least three ways. First, test scores play a key role in most universities' **admissions decisions**. Next, a high score enhances the likelihood of being **admitted to a more selective schools**, while lower scores can limit the number of institutions students have available to choose from. Finally, colleges often employ admissions test scores when determining **merit-based financial aid**. It is therefore critical that students **secure the highest score possible** on these **high-stake tests**, especially as a means for **reducing the overall costs of college attendance**.

Test preparation programs—sometimes referred to as test coaching programs—are most often designed to increase student performance using a number of strategies, which includes **familiarizing students with the test format** and content; instruction on **test-taking strategies**; and **practice drills** focused on content. A range of venues are employed such as individual coaching, small group instruction, and online support.

One of the best studies of such programs¹⁶ employed a **randomized controlled trial** of an intervention focused on helping students improve their vocabulary and their **verbal scores on the SAT** via the study of Greek and Latin root words. A similar randomized control trial¹⁷ study of **computerized coaching programs** tested against a comparison group that received no coaching. Likewise, McMann¹⁸ conducted a randomized controlled trial to determine whether student **ACT mathematics scores** could be improved by embedding general test taking strategies and **ACT practice**

¹⁶ Holmes, C. T., & Keffer, R. L. (1995). A computerized method to teach Latin and Greek root words: Effect on Verbal SAT scores. *Journal of Educational Research*, 89, 47–50.

¹⁷ McClain, T. B. (1999). *The impact of computer-assisted coaching on the elevation of twelfth-grade students' SAT scores* (Doctoral dissertation).

¹⁸ McMann, P. K. (1994). *The effects of teaching practice review items and test-taking strategies on the ACT mathematics scores of second-year algebra student*.

items into high school algebra. Each of these studies evidenced statistically significant positive effects and no studies with negative effects.

Faculty from the University of South Carolina-Lancaster, in partnership with **Lancaster High teachers and guidance counselors**, will develop a series of SAT / ACT preparation groups conducted at the high school, as well as on designated Saturdays, and during algebra classes. Preparation will include **timed drills**, familiarity with the **scope and content of both tests**, and **specific test taking strategies**

HELP NAVIGATING THE COSTS OF COLLEGE

The average tuition and fees at state schools in South Carolina is \$8,551.

Survey data suggests that parents and students have no idea what college

costs or how to pay for it. A **state education lottery** provides two

significant resources. Hope Scholarships requires only a **3.0 GPA** and

provides **\$2,800 for one year**. Life Scholarship requires an **1100 on SAT / 24 on ACT**,

and **top 30% class ranking** to qualify for **\$5,000 a year**. Unfortunately, only 65% of

Lancaster students qualified last year and many parents are unaware that it exists. To

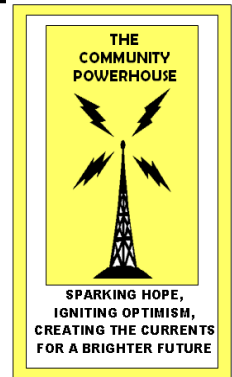
address this gap, an array of activities is proposed, beginning in the 7th grade:



STRATEGY	DETAIL	FREQUENCY	VENUE
Financial Aid Workshops	Detailed information on <u>College costs</u> , <u>Net-Price Calculator</u> , <u>public and private funding sources</u> , <u>timeline</u> for applying, and strategies for <u>saving</u> .	Quarterly: Years 1-6.	Target schools, churches, library,
FAFSA Application Support	General <u>awareness</u> , information <u>needed to apply</u> , as well as <u>hands-on assistance</u> with completing FAFSA.	Quarterly: Senior year.	On site at Target schools
Savings Club Accounts	Project partner (Founders Credit Union) will assist with Financial Aid Workshops and promote enrollment in student Savings Club Accounts.	Monthly: Years 1-6	On site at Target schools
Life Scholarship Awareness	School and community awareness of eligibility requirements	Ongoing, social media	School, community

STUDENT ACHIEVEMENT AWARENESS & MENTORING

As indicated earlier, many local youth report that academic success is "un-cool," and among African American youth it can be equated with "trying to act white." Armed with these impressions and input from partner organizations, a student achievement awareness component is

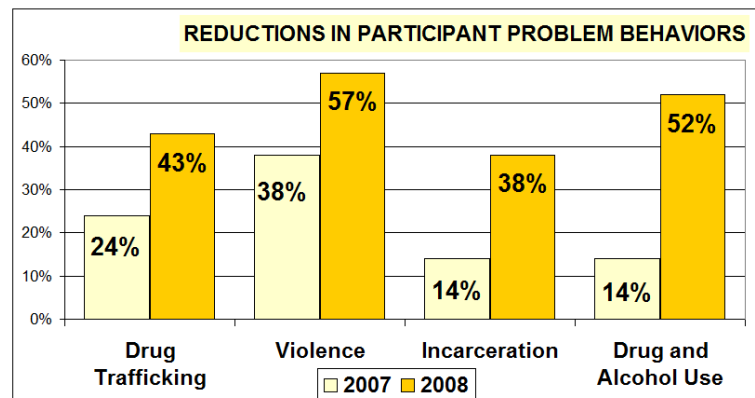


proposed to promote positive impressions of educational attainment, facilitate peer support, build critical thinking skills, and expose youth to strong role models. The most experienced youth development agency in Lancaster (*Community Powerhouse*) will conduct a **Leadership Academy**, as an elective course at Lancaster High, serving 20 students per class, three classes a semester, or 60 students a year. Sessions include:

Pro-Social Skills Training	Group Discussion with Community Elders
Community Service Projects	Field Trips, Cultural and Recreational Activities

The value of this component cannot be overstated. Recently recognized at the **National Children's Law Center's Disproportionate Minority Contact Conference**, the Powerhouse program offers an innovative and empowering **alternative to street life**.

Since its formation through grant funds from a regional foundation in 2004 and **expanded into another site** in an adjacent county in 2008 and **two additional sites in 2015**,



the Powerhouse has consistently demonstrated the capacity to **sustain engagement** with **hard-to-reach youth** and promote **positive academic and behavioral changes**.

In 2017, the Powerhouse was nominated for the **Fabric of the Community Award** by the Springs Close Foundation. It was then with great pride that members of the Lancaster site hosted the **CEO of the Harlem Children's Zone** (at that time, Ann Williams-Isom) who traveled to Lancaster to provide the **Keynote Address** at the **2020 Martin Luther King Jr. Breakfast** with over 400 guests, raising over \$5,000 in scholarship funding. Joining the Powerhouse is an equally distinguished mentoring component, **Call Me Beauty**, founded in 2020 to empower young teen women as role models, leaders, and increase exposure to cultural, artistic, academic, and health resources in the target schools. Both of these community organizations were involved in the planning of the **Promise Neighborhood project**, and representatives from each also attended one of three trips to the Harlem Children's Zone.



PARENT AND COMMUNITY AWARENESS

Most troublesome is the lack of parent support for college attendance. Given the poor level of adult educational attainment, it should come as no surprise. The parents of



many of these youth never completed school or attended college. On the positive side, the majority of parents surveyed indicated that additional information, especially

regarding cost and accessing scholarships, would be beneficial. As one mechanism for increasing postsecondary, the Coalition has proposed a comprehensive community awareness campaign to impact existing knowledge and attitudes, including:

- **Home visits** conducted by the College and Career Specialists to the project.

Parent Information Sessions conducted at churches, factories (during lunch breaks), Rec. Center, and civic groups.



- **Media Campaign** with public service announcements and other

broadcast programs. A key partner in this component is Learn TV, a public access cable station that functions as an important conduit of information to the community, the only station that transmits to the entire area. Learn TV has agreed to produce and broadcast **twelve public service announcements** and **twelve 30-minute programs** focused on college awareness and other components of the Promise Neighborhood Project. Using a **mobile studio**, cohort youth and staff will be responsible for **writing, producing, and post-production**, with **students actively involved**, both **behind and in front of the camera**. Each year, students will present their public service announcements during an "Oscar" ceremony to be held at the University.

In addition, tape footage will be collected with a GoPro, regularly throughout all Promise Neighborhood activities to assemble later for a possible **documentary film**, highlighting challenges and accomplishments. Likewise, a series of **billboards, social and traditional media** elements, community **forums, literature distribution** will be employed to **raise awareness of the project, available services**, opportunities to **volunteer or provide input**, and celebrate data driven accomplishments will be a key element in the strategies to strengthen the connections between the school and home.



Where People See Beauty, They Find Hope

During the door-to-door canvassing, several members were visibly stunned at the poverty, blight, and despair pervading from street to street. Condemned homes with **doors kicked in and windows broken, collapsed porches and broken steps**, vacant lots strewn with **used condoms, shards of glass, and trash everywhere**. It was often a trip through these streets that provoked individuals and businesses to join the Promise Neighborhood partnership. While it will take time to move the needle on school attendance, performance on state achievement tests, or enrollment in college, it is possible to make visible and immediate changes to the community, setting the stage for comprehensive and systemic change. For over the last three years, the partnership has worked to begin target project goals, even before Federal funding is secured. Active strategies include:

Take Back the Streets! It first started on Brooklyn Avenue, once the epicenter of pride



in the Black community, now fallen in disrepair. A partnership of over 1,200 **volunteers** helped collect over **70 TONS of garbage**. Sadly, this area of the zone does not qualify for trash services but require residents to take refuse to one or more collection sites. Since **most of these households lack a car**, trash is simply tossed into vacant fields or abandoned buildings. Project leaders **met with elected officials** who have agreed to establish a **collection site within walking distance of these neighborhoods**, a

great **example of systemic change** through **policy development**. Next, volunteers set out to **clean up vacant fields and mow lawns**. Currently, with over \$9,000 in donated paint and \$70,000 in building supplies, volunteers have embarked on a simple goal-- **paint every home, repair every broken porch or step**, and leave behind a potted plant. To date, **17 homes have been painted, 250 smoke alarms installed, a community park installed**, and ten **refrigerators secured** for homes in need. The city and county have also **secured funding to purchase and demolish blighted or abandoned homes**, over fifty properties. In fact, the **most notorious site for drug trafficking in the county** eventually **left the neighborhood** due to the large number of project volunteers **including law enforcement** conducting activities in a church adjacent to the “**Blue House**,” as it was often referred. The property has since been **condemned as a nuisance and donated to the project**. Fundraising is currently underway to turn the “Blue House” into a **Promise Neighborhood service site** for provision of health, education, and family support services.



Later, with the **onset of COVID**, many families dependent on **school meals** were left without this resource as schools closed for virtual learning. Project leaders stepped up, raised funds, and helped **distribute over 28,000 meals** to households in The Hill. The result is nothing short of staggering. Businesses now call to make donations,

individuals ask to help, and the local newspaper runs regular stories on the project. The community is transforming, and no Promise Neighborhood funding has ever been received.

At the conclusion of the street beautification, a massive series of **street fairs** will be organized throughout the zone, with **food, music, and opportunities for public, private, civic and faith-based partners to connect** with the community. True community building, with neighbors meeting neighbors. In addition, one of the first actions taken by a local civic leader was formation of the **Lancaster Alternative Police Strategy** (LAPS), which helps bring residents together, to be heard, and mobilize solutions. Highly successful, the plan is to **replicate this strategy throughout the zone**, in a series of six neighborhood associations that will interface with the Advisory Team and each of the nine subcommittees.

The proposed **continuum of solutions** has been designed to build on existing resources, align with the segmentation analysis, and derived from empirical literature that meets the moderate to strong evidence level. Additional information will be provided monitoring improvement in target outcomes, strategies to sustain the effort, and how the proposed framework is likely to facilitate systemic changes at the school and community levels. Finally, a sequential improvement plan related to each indicator has been established for each year of the proposed project. The continuum will be monitored over the five-year grant, tracking improvements in each core indicators, with targeted improvements outlined later in the narrative. Likewise, a detailed evaluation plan has been devised to support this monitoring as well as other process and outcome objectives, service level growth over time, and cost effectiveness of proposed solution.

B. QUALITY OF PROJECT SERVICES

1. Quality & Sufficiency of Strategies to Ensure Equal Access and Treatment of Groups Underrepresented on Race, Color, Origin, Gender, Age, Disability

A review of literature related to **Promise Neighborhood** and discussion with **current and past grantees** revealed several **key concerns** that helped drive the formation of the Lancaster project. **Two of the most mentioned obstacles** to a successful project were somewhat surprising:

1. **Lack of Youth and Parent Involvement** in Planning and Operation
2. Challenges Related to **School Boundaries and Access**

Obstacles related parent involvement are certainly not unique and often challenging to service providers. Likewise, discussions with Promise Neighborhood grantees seem to frequently highlight the inability to get **access to school space, data, schedule time for teacher training** or other resources. Unfortunately, too often organizations design a program that attempt to impose it on the intended target population, in the spirit of “**if you build it, people will come.**” After much consideration, discussion, and reading, the solution to both appear somewhat similar—and evident in the work during formation of the Harlem Children’s Zone. School, home, and community engagement must be a serious priority during development of a project, not after a grant has been written. This is one of the reasons why the Lancaster team has **spent three years in outreach, planning, and pilot testing**. It would certainly have been easier to not knock on 3,814 doors and simply written a grant. The advantage though is amazing. **Door to door canvassing**, coupled with the **highly visible community beautification activities, meal deliveries, and partnership with key churches, community advocates, and**

stream of parent engagement activities over the last three years (bingo night, bowling, tennis-shoe distribution, parades, etc.) have **strengthened the voice of parents** in program design, and **school administrators and teachers have observed the difference**. Now, Saturday Volunteer events are replete with teachers, administrators, law enforcement, city and county council members, mayor, superintendent, and faith leaders—all shoulder to shoulder in service the community. Last year project leaders conducted a celebration of faith that brought together **37 different churches** in the area to **review data, discussion potential solutions**, and attempt to bridge the common divide between African American and White faith-based organizations in the south.

The point of this is that project leaders believe that the key to ensuring **equitable access and treatment of underrepresented groups** is to make rigorous and **deliberate attempts to seek them out**, most often through home visits, and **LISTEN**. To that end, a Promise Neighborhood **Advisory Team** was formed to include representatives from all key constituencies: **parents, youth, educators, political leaders, business, service providers, faith-based leaders**, and others. Of the **26 individuals** serving on the Team, **all but two live in The Hill**. They have significant understanding of the community because



it's their community. This is in addition to a **School Advisory Team** at each target school comprised mostly of parents, students, and teachers who will **meet monthly**, and **all three schools combined annually**.

Finally, a highly relevant **key value of the project** is evident in the summary statement submitted to a local foundation in request of **\$300,000 a year for cash match**:

“The problems facing households in the target census tracts have **disproportionately impacted African American and Hispanic residents**. For this reason, project leaders place significant emphasis on **cultural, gender and linguistic competence**. We believe that the **face of service providers should match the face of the target population**. This translates to an effort to **recruit, hire, and retain strong African American talent** to serve in all positions made possible through any grant. There are **few other initiatives in the community that consistently strives for social justice and fight against systemic racism**”.

This value of **cultural, racial, gender, developmental, and ableism** has been grounded in the DNA of the proposed project. **Each and every intervention strategy** and service component has been assessed with regards to its efficacy with populations of the same demographics in the three target schools. **Our families deserve nothing less.**

Finally, the overall **scope of services** has been designed to be especially rigorous to ensure the **widest number of students to be served**, in the widest continuum of interventions. The following table summarizes the **estimated dosage of strategies** to ensure full service, especially to this **historically underrepresented population**:

The HILL Transformation Project

ELEMENT	UNITS OF SERVICE	TARGET CLIENTS SERVED
Parent Child Plus	Home visits twice a week/ two years	100 families per year, 9,600 home visits per year
Baby Blocks	Three cycles, 10 weeks each	60 families per year, 240 hours per year
Dolly Parton Library	Book a month mailed home	600 children per year, 7,200 books
Countdown to Kindergarten	Six cycles, four week each	120 children, 20 hours per child
Parenting	Four 8-week cycles	192 hours per family, 160 families serviced
Good Behavior Game	16 hours training, 10 classrooms	225 students per year
Mathia Instruction	12 hours training, 8 classrooms	368 students per year, 962 in afterschool
Accelerated Middle School	20 hours training, 5 classrooms	120 students per year
Afterschool/Saturday School	720 hours of instruction per year	962 students in one, up through 1,923 in year five.
Mental Health Services	Individual, Group, and Family	Estimated 120 students/families per year
Academic Case Managers	Individual contacts, home visits	Estimated 840 students per year
Check & Connect	Individual contacts, home visits	Estimated 630 students per year
Powerhouse /Call me Beauty	Individual and group contacts	80 students per year, 120 hours per student
Professional Staff Training	AP Course Training– 48 hours	6 teachers, 96 students per year
SAT Prep Clinic	Four Saturdays	120 students per year
Summer STEM Camp	Three camps, 30 hours per camp	225 students per year
College Tours	6 in state, 4 out of state	150-200 per year

At the same time, the project is designed in opposition to the “one size fits all” approach, therefore all **recruitment and retention strategies**, service venues, **written and oral communications**, assessment **instrumentation**, and **staffing** have been individualized to meet the unique values of all demographic sub-cohorts.

In addition, project leaders adopted a set of core operational values to ensure equitable access, mostly derived through training at the Harlem Children's Zone

Practitioner's Institute. The four most important elements are outlined to the right. It is also critical to point out that while federal funding is limited to five years, the proposed project was never designed with this timeframe in mind. From the outset, Advisory Team members

Whatever it
Takes

- The program focuses on solutions, securing and employing any resource necessary to succeed.

100%
Penetration

- In order to produce critical mass necessary to change norms and behaviors, the program must strive to reach 100% of children and families in the zone.

100%
in and out

- Every child that enters the pipeline is followed throughout the process, until the exit with a college degree and career.

The Face
of the
Provider

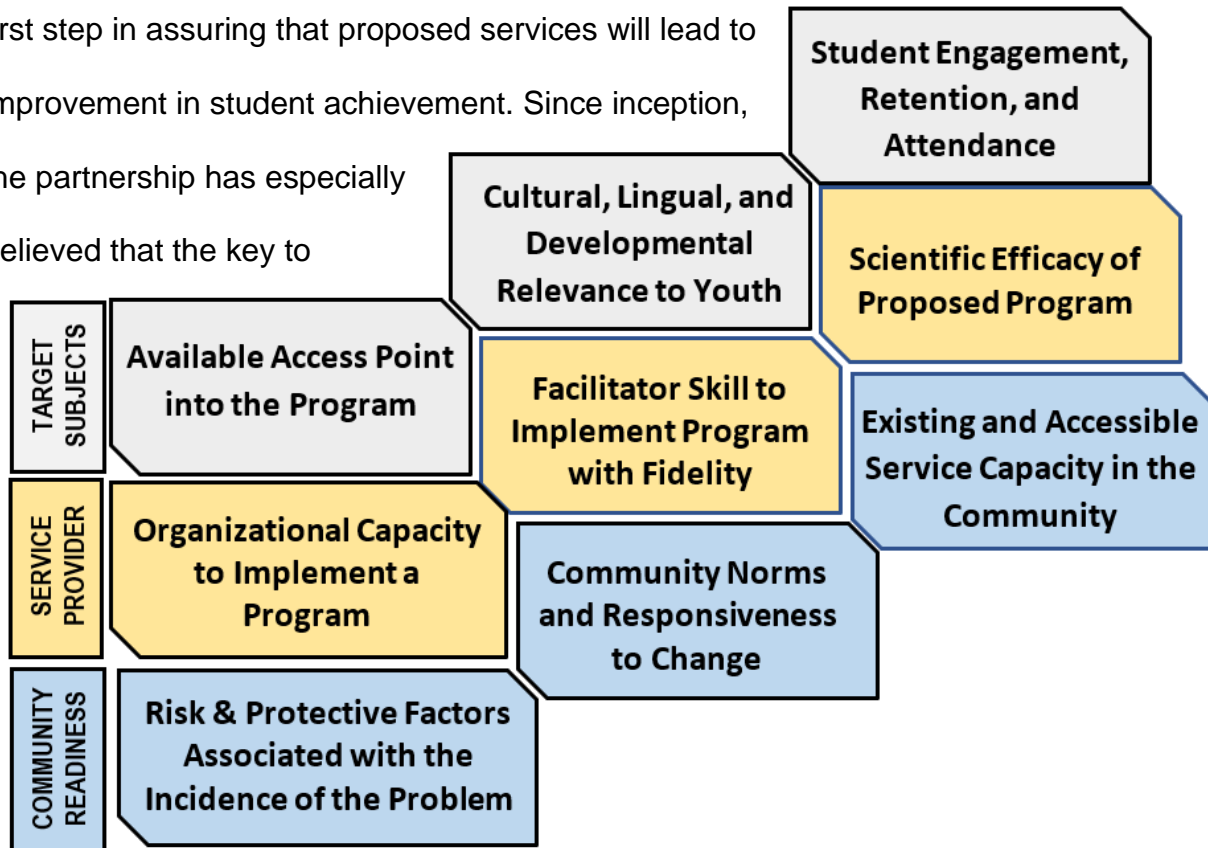
- Service providers reflect the race, ethnicity, gender, and life experience as children and families in the zone.

adopted that stance that the project would begin with a child born today, following that individual through each element of the pipeline--**essentially a 22-year intervention**. In fact, when individuals were approached to serve on the Advisory Team, they understood this **commitment would conclude in the year 2043!**

2. Likelihood that Services will Lead to Improvement in Achievement of Students as Measured Against Rigorous Academic Standards

A review of literature with regards to addressing achievement gaps in marginalized student populations highlight a **systems-based framework** that is more conducive to producing **population level change**. Too narrow a focus on students,

and **important community variables** (e.g., poverty, crime, adverse childhood experience, etc.) may will go unattended. Likewise, any intervention is strongly dependent on the **training and skill level** of service providers and the **fidelity in which the model is implemented**. The schematic below summarizes this framework, as the first step in assuring that proposed services will lead to improvement in student achievement. Since inception, the partnership has especially believed that the key to



successful program outcomes is careful selection of **evidence-based strategies**, **implemented with fidelity** (described later in the narrative), and employing a rigorous evaluation. The proposed Promise Neighborhood will employ a range of evidence supported interventions targeting concerns identified during the segmentation analysis. Likewise, three of the proposed solutions (Baby Blocks, Read Right and Good Behavior Game) were **pilot tested** before inclusion in the intervention plan.

Staff Development, assessments, and coaching will be conducted in **vertical teams of feeder middle and target high schools**. In *Bringing Secondary Education into the Information Age: Universal College Preparation*, James England (2001) stresses the importance of aligning middle school standards and curricula with the high school. This is echoed in training from the Harlem Children's Zone that requires instructors to incorporate **higher level thinking strategies** and advanced content into the classroom, adopt positive attitudes and **high expectations of all students**, and use student assessment data to improve instruction. These strategies have been found to be a key characteristic of schools that have high proportions of academically successful low-income students (Henchly, 2001). **Follow-up assessments and coaching built into staff development** requires instructors to demonstrate transfer of training in the classroom and conduct measures of instructional effectiveness.

That said, **one of the first steps to changing a behavior is learning how to count it**. For that reason, **all required Performance Indicators**, and other important objectives are embedded in the **data collection plan**, with distinct and **gradual change increments for each year of the project**. This **measurement system** (described later in the narrative) will be **transparent and publicly available on a project website**, so funders, parents, students, and teachers can monitor progress or delays.

On the following tables are a set of key **objectives for each segment of the pipeline**, followed by **Performance Indicator table** that includes the annual change increments. Program objectives have been articulated with both **process measures** (e.g., participation level, dosage) and **outcomes** related to changes in knowledge, attitude, or behavior.

EARLY EDUCATION TARGET OBJECTIVES

Participation Objectives

40-60 families enrolled in Baby College each year

80% Baby College graduation rate in year one, increased to 90% by year five

96 new children and 96 new adults, for a total of 192 new clients, will be served in FY16

250 enrolled in Early Care home and center based in year one, increased to 400 by year five.

80% retention rate in Early Care home and center base in year one, increased to 90% by year five

120 participants in Countdown to Kindergarten in year one, increase to 150 by year five.

70% transition from Baby College into Early Care in year one, increased to 90% in year five

Outcome Objectives

95% of Baby College parents will have smoke detectors installed in their homes

80% of Baby College parents will report reading to their child for a minimum of 30 minutes a day / three times a week

95% of Baby College children will have up to date immunizations or have them scheduled

95% of Baby College parents will obtain health insurance for their children

82% of Baby College parents will obtain understanding of abuse & neglect as defined by SC Child & Protection Services

80% of Baby College graduates will score at developmental level on all subscales of the ASQ

80% of children who complete Countdown to Kindergarten (CTK) will be able to count from 1-10

80% of children who complete (CTK) will be able to recognize the colors of blue, black, yellow, green, and red

80% of children who complete the program will be able to recognize basic shapes at the end

80% of children who complete the program will be able to recognize their names

ELEMENTARY TARGET OBJECTIVES

Participation Objectives

200 enrolled in afterschool with 80% attendance in year one, increasing to 400 participants, 85% attendance in year five

15 Peacemakers will sign up to serve at Clinton in year one, increased to 20 by year five

75 Students will participate in Read Right in year one, increased to 150 by year five

65% of parents will attend at least three parent meetings in year one, increasing to 90% attendance by year five.

Education Objectives

80% of Read Right students will improve one grade level on the Gates McGintie in year one, increased to 90% in year 5

Students will meet ELA and Math targets as outlined in Indicator Table

MIDDLE SCHOOL OBJECTIVES

Participation Objectives

- 200 enrolled in afterschool with 80% attendance in year 1, increasing to 400 participants with 85% attendance in year 5
- 15 Peacemakers will sign up to serve in year one, increased to 20 by year five
- 80 Students will participate in Read Right in year one, increased to 150 by year five
- 65% of parents will attend at least three parent meetings in year one, increasing to 90% attendance by year five.
- 60% of parents will talk to their child about the importance of college in year one, increasing to 85% in year five
- 85% of 7th graders will complete a minimum of 80% of Making a Difference Teen Pregnancy Prevention curriculum
- 80% will establish a career plan by the end of the 8th grade
- 65% of youth will participate in at least one community service activity each year

Education Objectives

- 70% of middle school participants will have passing grades, enabling them to progress towards graduation.
- 80% of Read Right students will improve one grade level on the Gates McGintie in year one, increased to 90% in year 5
- Students will meet ELA and Math targets as outlined in Indicator Table

Lifestyle Objectives

- Participants will carry weapons within the past month at a rate equal to or less than the national average.
- 4.2% or fewer middle school students have been pregnant or caused a pregnancy
- Participants use drugs (alcohol and marijuana) and smoke at a rate that is 50% lower than the national YRBS average.
- Students will meet physical activity / nutrition targets as outlined in Indicator Table

HIGH SCHOOL OBJECTIVES

Participation Objectives

- 250 enrolled in afterschool with 80% attendance in year 1, increasing to 800 participants with 85% attendance in year 5
- 100 Students will participate in Read Right in year one, increased to 200 by year five
- 65% of parents will attend at least three parent meetings in year one, increasing to 90% attendance by year five.
- 60% of parents will talk to their child about the importance of college in year one, increasing to 85% in year five
- 85% of 9th graders will complete a minimum of 80% of Making Proud Choices Teen Pregnancy Prevention curriculum
- 65% of youth will participate in at least one community service activity each year
- 75% will complete FAFSA by the end of 11th grade

HIGH SCHOOL OBJECTIVES (continued)

Education Objectives

70% of students will have passing grades that enable them to progress with their age group towards graduation.

80% of high school seniors and juniors will expect to attend college.

70% of the participants will have school attendance equal to or better than the state average

At least 70% of high school seniors will visit at least one college.

80% of our high school seniors will apply to and be accepted to and enroll in college.

At least 90% of seniors will have taken the SAT.

Lifestyle Objectives

70% of our high school participants will participate in at least one community service project.

Participants will carry weapons within the past month at a rate equal to or less than the national average.

4.2% or fewer high school students have been pregnant or caused a pregnancy

Participants use drugs (alcohol and marijuana) and smoke at a rate that is 50% lower than the national YRBS average.

COLLEGE AND CAREER OBJECTIVES

Participation Objectives

300 students served in college prep and college support in year one, increased to 500 in year five

Education Objectives

85% of high seniors who matriculate by fulfilling all requirements will enroll as college freshman in the fall semester

80% of first year college students will continue enrollment in post-secondary education during the following fall semester

85% of students at 4-year schools will continue enrollment during the following fall semester

75% of students at 2-year schools will continue enrollment during the following fall semester

70% of active students at 4-year schools will be on-track to earn a BA degree within six years

50% of active students at 2-year schools will be on-track to earn an AA degree in 4 years

COMMUNITY OBJECTIVES

Twelve community service projects will be conducted each year with a minimum of 200 participants

50 Peacemakers will be recruited and trained each year of the project

Twenty blighted or abandoned homes will be demolished or renovated each year

A minimum of twenty homes will be served in the Pick a Street component each year

Twelve community engagement fairs will be hosted in the zone each year with a minimum of 400 participants

EDUCATION INDICATORS AND RESULTS THEY ARE INTENDED TO MEASURE

INDICATOR	Baseline	Y1	Y2	Y3	Y4	Y5
% kindergarten students who test ready for Kindergarten (KRA)	36.9%	39%	41%	43%	45%	47%
% at or above grade level on 3rd Grade Math	62.1%	65%	68%	74%	80%	88%
% at or above grade level on 3rd Grade ELA	51.1%	54%	56%	61%	66%	72%
% at or above grade level on 4th Grade Math	58.5%	61%	64%	70%	75%	83%
% at or above grade level on 4th Grade ELA	52.4%	55%	58%	62%	67%	74%
% at or above grade level on 5th Grade Math	47.2%	50%	52%	56%	61%	67%
% at or above grade level on 5th Grade ELA	44.1%	46%	49%	53%	57%	62%
% at or above grade level on 6th Grade Math	43.7%	46%	48%	52%	56%	62%
% at or above grade level on 6th Grade ELA	41.5%	44%	46%	49%	53%	59%
% at or above grade level on 7th Grade Math	35.3%	37%	39%	42%	45%	50%
% at or above grade level on 7th Grade ELA	43.7%	46%	48%	52%	56%	62%
% at or above grade level on 8th Grade Math	36.7%	39%	40%	44%	47%	52%
% at or above grade level on 8th Grade ELA	46.1%	48%	51%	55%	59%	65%
% at or above grade level on 9h Grade Math	17.9%	20%	23%	25%	27%	32%
% at or above grade level on 9h Grade ELA	11.2%	15%	19%	24%	29%	35%
Graduation rate	83.3%	85%	86%	88%	89%	91%
% students who graduate high school, obtain postsecondary degrees						

FAMILY /COMMUNITY SUPPORT INDICATORS & RESULTS INTENDED TO MEASURE

INDICATOR						
% Clinton students who consume 5 or more servings fruits & vegetables daily	21.2%	22%	23%	25%	26%	27%
% Rucker students who consume 5 or more servings fruits & vegetables daily	10.6%	14%	19%	25%	29%	35%
% Lancaster High students consume 5 or more servings fruits & vegetables	8.4%	12%	15%	20%	27%	34%
% Clinton students feeling safe at school, travel to/from school	22.5%	21%	20%	19%	18%	17%
% Rucker students feeling safe at school, travel to/from school	13%	12%	12%	11%	11%	10%
% Lancaster High students feeling safe at school, travel to/from school	27%	24%	22%	20%	18%	16%
Student mobility rate Clinton	37%	35%	32%	27%	23%	19%
Student mobility rate Rucker	22%	21%	20%	19%	18%	17%
Student mobility Lancaster High	20%	19%	18%	17%	16%	15%
% Parents report reading to child, birth to kindergarten, 3 or more times /week	63.7%	67%	70%	74%	77%	81%
% Parents who Encourage Students in K- 8th to read outside of school	--	66%	69%	73%	76%	80%
9th -12th grades, #/% parents talk with child about college;	87.3%	88%	89%	90%	91%	92%
% Clinton students with home internet / access to computing device.	70.8% / 51.8%	71%/ 52%	72% 53%	73% 54%	74% 55%	75% 56%
% Rucker students with home internet / access to computing device.	86% / 88.7%	87% 89%	88% 90%	89% 91%	90% 92%	91% 93%
% Lancaster High students who have home internet / access to computing device.	88.2% / 89.6%	89% 90%	90% 91%	91% 92%	92% 93%	93% 94%

Finally, as per instructions related to competitive priority point consideration, a rigorous analysis of each proposed intervention strategy has been conducted and outlined in the subsequent pages. While the research base of support for the proposed project has been articulated throughout the previous section, the following tables summarizes key interventions with regards to the **quality and rigor of evidence**, as defined within the notice and mirrored by best practice web sites such as **What Works Clearinghouse** or the **National Registry of Evidence Based Programs and Practices**. The key elements in gauging the evidence base includes the following:

- Emphasis on Experimental Designs, Preferably **Randomized Control Trials**
- Research Conducted that is **Independent of the Developer of the Model**
- Statistical Controls to Ensure **Baseline Equivalency** for Experimental and Control Groups
- **Large Sample Sizes**, (with a minimum of 350 participants) and/or **multiple site replications**
- Attention to **Subject Attrition or Dropout**

The following summary of evidence is proposed for consideration of **Competitive Priority Points**. It is believed that the proposed intervention strategies and continuum of services represents the most efficacious plan for **ensuring improvements in student achievement over the five years of grant tenure and beyond**.

SUMMARY OF EVIDENCE

EVIDENCE BASE	RCT	QED	ATR	B.E	S
PAX GOOD BEHAVIOR GAME					
Four major randomized control group studies, each with a different, independent evaluator. Johns Hopkins conducted a study with 864 first grader students from 19 Baltimore public schools, documenting a reduction in student aggression and increase in on task performance, with results maintained at six-year follow-up. Kellam, Sheppard G; Mayer, Lawrence S; Rebok, George W; Hawkins, Wesley E. (1998). Effects of improving achievement on aggressive behavior and of improving aggressive behavior on achievement through two preventive interventions: An investigation of causal paths. Dohrenwend, Bruce P. (Ed), et al. Adversity, stress, and psychopathology. (pp. 486-505). New York, NY, USA: Oxford University Press. xv, 567 pp	X		X	X	X

KEY

RCT- Randomized Control Trials

QED -Quasi-Experimental Design

ATR Studies Control For Attrition

B.E - Baseline Equivalency Controlled

S -Sample: Large (350 Participants) and/or Multi-Site

EVIDENCE BASE	RCT	QED	ATR	B.E	S
PAX GOOD BEHAVIOR GAME (Continued)					
700 elementary children in 13 schools from the Netherlands over a two-year period, with two-year follow-up. Van Lier, P.A.C. (2002). Preventing Disruptive Behavior in Early Elementary School Children. Erasmus Medical Center, Department of Child and Adolescent Psychiatry: Rotterdam, the Netherlands.	X		X	X	X
READ RIGHT					
Education Northwest conducted evaluation of the strategy with 424 middle and high school students in four Omaha, Nebraska, secondary schools during the fall semester of 2009. Reading improvements documented after one semester, with effect size varying by school and student subgroup.	X		X	X	X
Longitudinal, Independent, Quasi-Experimental Design conducted in a Washington School District evidenced an average of two grade level improvement in Reading, gains maintained at three follow up. Borman, Hewes, Overman & Brown; <i>Comprehensive School Reform and Student Achievement: A Meta-Analysis</i> , Center for Research on the Education of Students Placed At Risk, (2003).		X			

EVIDENCE BASE	RCT	QED	ATR	B.E	S
PARENT CHILD HOME					
Reviewed for inclusion in Rand Corporation Promising Practice Network, which requires either RCT or QED, statistical significance and sample size. Madden, O'Hara, and Levenstein (1984) examined the impacts of PCHP on children's IQ scores and maternal behaviors. Using RCT, in three separate cohorts. Madden, John, John O'Hara, and Phyllis Levenstein, "Home Again: Effects of the Mother-Child Home Program on Mother and Child," <i>Child Development</i> , Vol. 55, No. 2, April 1984, pp. 636-647.	X		X	X	
A multi-site, longitudinal, location-randomized evaluation of PCHP participants found that as of third grade there was a statistically significant reduction in the need for special education classes for PCHP graduates as compared to controls (14% vs. 39%). Lazar, I., & Darlington, R. (1982). Lasting effects of early education: A report from the Consortium of Longitudinal Studies. Monographs of the Society for Research in Child Development, 47 (Serial No. 195).		X	X	X	

EVIDENCE BASE	RCT	QED	ATR	B.E	S
PARENT CHILD HOME					
A longitudinal randomized control study of The Parent-Child Home Program found low-income children who completed two years of the Program went on to graduate high school at the rate of middle-class children nationally, a 20% higher rate than their socio-economic peers, 30% higher than control group. Long-term impact of a verbal interaction program for at-risk toddlers: An exploratory study of high school outcomes in a replication of the Mother-Child Home Program: <i>Journal of Applied Developmental Psychology</i> ; 19, 267-285. Evenstein, Levenstein, Shiminski, & Stolzberg (1998).	X		X	X	
INCREDIBLE YEARS					
Nine studies, independent, with RCT have been published on the intervention. Jones, K., D. Daley, J. Hutchings, T. Bywater, T., and C. Eames, "Efficacy of the Incredible Years Basic Parent Training Program as an Early Intervention for Children with Conduct Problems and ADHD," <i>Child: Care, Health and Development</i> , Vol. 33, No. 6, November 2007, pp. 749-756.	X		X	X	X

EVIDENCE BASE	RCT	QED	ATR	B.E	S
INCREDIBLE YEARS Continued					
Reid, M. J., & Webster-Stratton, C. (2001). The Incredible Years parent, teacher, and child intervention: Targeting multiple areas of risk for a young child with pervasive conduct problems using a flexible, manualized, treatment program. <i>Journal of Cognitive and Behavior Practice</i> , 8, 377-386.	X				X
Webster-Stratton, C., & Reid, M. J. (2004). Strengthening social and emotional competence in young children—The foundation for early school readiness and success Incredible Years classroom social skills and problem-solving curriculum. <i>Infants and Young Children</i> , 17(2), 96–113.	X				X
BABY BLOCKS / TOUCHPOINTS					
Two large independent studies have been conducted (Harvard University and Rutgers Institute for Early Education Research) 5,552 children have participated, with 99% testing ready for school. Fryer R, Dobbie W. Are High-Quality Schools Enough to Increase Achievement Among the Poor? Evidence from the Harlem Children’s Zone. <i>American Economic Journal: Applied Economics</i> .. 2011; 3 (3).			X		X

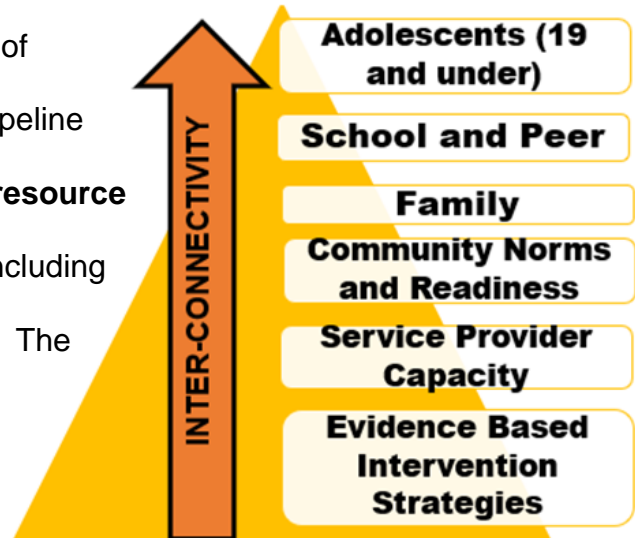
EVIDENCE BASE	RCT	QED	ATR	B.E	S
BABY BLOCKS / TOUCHPOINTS					
A large scale, RCT, matched wait-list control group design analyzed parental stress and functioning employing Touchpoints training. Elicker, Noppe, & Wood. (1997). Rounding out the relationship system in infant childcare. <i>Early Education & Development</i> , 8, 83.	X				
Percey MS, McIntyre L. Using Touchpoints to promote parental self-competence in low-income, minority, pregnant, and parenting teen mothers. <i>Journal of Pediatric Nursing</i> , 2001; 16(3):180-186.	X		X	X	
ADVANCED PLACEMENT COURSEWORK					
A Randomized Control Trial of Advanced Placement Science Courses: Measuring Scientific Inquiry Skills; Long, Seeratan, Stanford, McElhaney, McGhee, Harris and Conger. 2014; Association for Public Policy Analysis and Management.	X				
SRI International conducted a wide range study of the effectiveness of AP course participation that involved 38 high-needs schools in 7 states: Conger, Long, & McGhee (2014). Evaluation of Sustainability & Effectiveness of Advanced Placement Science Courses: Evidence from an In-Depth Evaluation & Randomized Controlled Study.	X		X	X	X

EVIDENCE BASE	RCT	QED	ATR	B.E	S
EARLY HEAD START					
The EHS national evaluation project was carried out at 17 sites that were purposively selected as being generally representative of all EHS programs. The 17 sites were distributed across the major regions of the country—six in the West, four in the Midwest, four in the Northeast or Mid-Atlantic, and three in the South. About half were in urban areas and half in rural, home-based, center-based, and mixed-approach. Forty-nine outcomes were assessed at age 8, including social-emotional outcomes, child academic outcomes, parenting and the home environment, family well-being.	X		X	X	X
Additionally, multi-domain indices were constructed from the outcomes to measure cumulative risk and cumulative success. The age-8 follow-up included 1,632 respondents, or 54.4 percent of the baseline sample. Love, et. al. <i>Making a Difference in the Lives of Infants and Toddlers and Their Families: The Impacts of Early Head Start, Vol. I, Final Technical Report</i> , Princeton, N.J.: Mathematica Policy Research, Inc., and New York, N.Y.: Center for Children and Families at Teachers College, 2002.	X		X	X	X

C. QUALITY OF PROJECT DESIGN

1. Extent to Which Applicant Describes Plan to Create a Complete Pipeline of Services, Without Time and Resource Gaps

Following segmentation analysis and review of evidence-based solutions, the next step in pipeline formation was examination of each **current resource already available within the community**, including those **pilot tested** over the past three years. The adequacy of each was assessment not only with regards to **evidence base**, but also

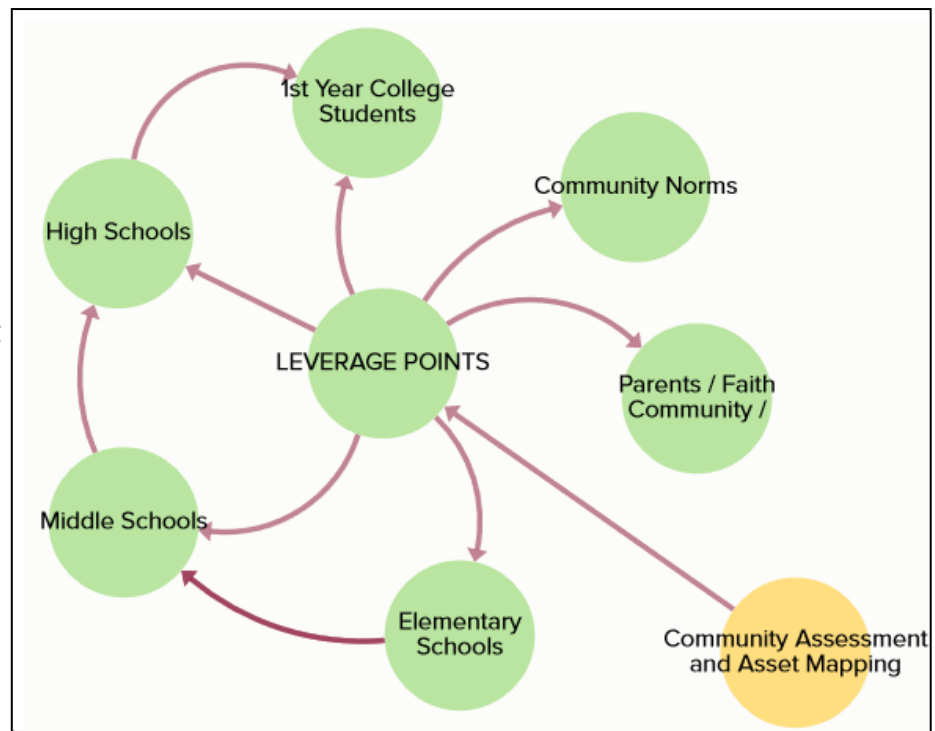


other important elements such as the **provider ability to implement with fidelity**, impact at the **student, peer, family and community levels**. Finally, careful attention was placed on

“leverage points”

from which to access target participants.

The tables on the next page summarize the existing **service continuum** as it **currently stands**, highlighting **critical**



gaps and **lack of bridge elements between each segment**.

The HILL Transformation Project



CURRENT RESOURCES

<p>2 Childcare Centers</p> <p>4K Center at School</p> <p>Baby Blocks (limited pilot project)</p> <p>Incredible Years Parenting</p> <p>Head Start</p> <p>Early Head Start</p> <p>Dolly Parton Library</p>	<p>21st Century Afterschool Program</p> <p>100% Wireless</p> <p>Every Student assigned personal computing device</p> <p>New Leadership</p> <p>Read Right (limited pilot project)</p> <p>10% increased teaching staff</p> <p>Joint Planning Time</p> <p>Curriculum Aligned with State Standards</p> <p>Professional Development in STEM</p>	<p>Extended Learning Afterschool Program</p> <p>100% Wireless</p> <p>Every Student assigned personal computing device</p> <p>Check & Connect (limited pilot project)</p> <p>10% Increased Teaching staff</p> <p>Evidence-Based Teen Pregnancy Prevention</p> <p>Professional Development in STEM</p>	<p>Limited Afterschool Program</p> <p>100% Wireless</p> <p>Every Student assigned personal computing device</p> <p>Check & Connect (limited pilot project)</p> <p>Read Right (limited pilot project)</p> <p>12% Increased Teaching staff</p> <p>Evidence-Based Teen Pregnancy Prevention</p> <p>Professional Development in STEM</p> <p>Dual Enrollment – AP Advanced Placement</p>	<p>Highly Affordable Local 2 Year College</p> <p>Opportunities for 4-Year Degree</p> <p>Technical College in Region</p> <p>TRIO Programming</p> <p>History of High Minority Student Retention</p> <p>Strong Collaboration with School District</p>
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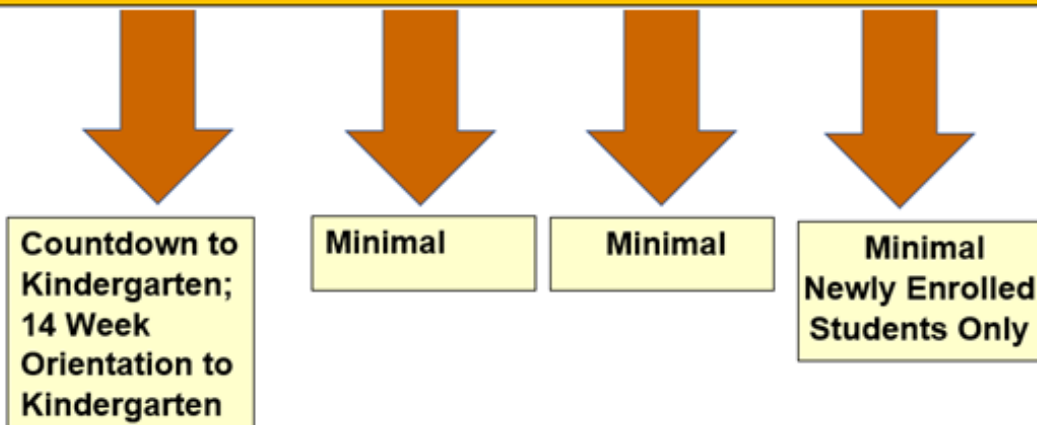
The recommended **solutions table** is presented later in the narrative and details data elements from the analysis driving the selection of specific segment interventions. Likewise, several concerns impacted more than one segment and were then prioritized across the **full continuum of proposed solutions outlined on the next page**. In addition, the “**bridge elements**” help transition families from one segment to the next are depicted below, including the aforementioned transition gaps:

CRITICAL GAPS ACROSS ALL PIPELINE SEGMENTS

- #1: Administrator / Teacher Priority: Full Time Mental Health Services
- #2: Change the Norm for Postsecondary Beginning in Elementary through High
- #3: Full Time Case Managers to Help Link Schools to Home & Community
- #4: Increased Focus on **Nutrition, Physical Activity, and Wellness**
- #5: Build on Substance Abuse / Violence Prevention- Elementary through High
- #6: Take Advantage of Strong Partnership with Local Mentoring Programs
- #7: Strengthen Parent Outreach, Voice, Involvement and Supports
- #8: Strengthen the Alliance Built with Harlem Children’s Zone / Transparent Data Systems



CURRENT SEGMENT BRIDGE ELEMENTS



The HILL Transformation Project



CRITICAL SEGMENT GAPS

Childcare Vouchers for low-income families (state vouchers limited; with waiting list)

Home visitation supports for children not in center-based services

Full Scale Implementation of Baby Blocks and Aftercare Supports

Expanded Access to Incredible Years Parenting

Expanded Access to Dolly Parton Library

Increase afterschool hours, service capacity rigor & alignment with evidence-practices

Full Scale Implementation of Read Right

Full Scale Implementation of Good Behavior Game

Lack of evidence-based mathematics framework

Increase afterschool hours, service capacity rigor & alignment with evidence-practices

Core subject acceleration and remediation to promote student retention into high school.

Full Scale Check & Connect

Full Scale Read Right

Increase afterschool hours, service capacity rigor & alignment with evidence- practices

Full Scale Check & Connect

Full Scale Read Right

Dual Enrollment – (limited low-income student reach due to costs)

Limited AP Course Availability, limited low-income / minority student participation

Greater and earlier (beginning in Elementary) exposure to college.

Assistance with FAFSA completion

Parent Awareness activities to promote change in norms

College Entrance Exam Training and Supports

As proposed, the **amended continuum of solutions** provides a **rigorous and varied menu of interventions** aligned in time, **uninterrupted from birth through college**. All identified gaps have been addressed, along with an adequate **volume of trained staff** to **case manage students and families throughout each segment** of the pipeline.

2. Extent to Which the Project will Significantly Increase the Proportion of Students in the Neighborhood Served by the Complete Continuum of Services

The current service levels for existing efforts in the community served as baseline for the proposed project and include a staggering increase in participation levels:

ELEMENT	CURRENT	AMENDED
Parent Child Plus	50 Families per year	100 additional families
Baby Blocks	One cycle, 20 families	Two additional cycles, 60 families
Dolly Parton Library	40 Children	600 children per year
Countdown to Kindergarten	One cycle	Three new cycles
Parenting	One cycle	Three new cycles
Good Behavior Game	One classroom	Five new classrooms
Mathia Instruction	Not Available	Five classrooms
Accelerated Middle School	Not Available	Five classrooms
Afterschool	25 students per school	Increased to 962 students Year 1
Mental Health Services	Not Available	Three Clinicians
Case Managers	Not Available	Estimated 840 students per year
Check & Connect	Not Available	Estimated 630 students per year
Mentoring	One cycle, 20 students	Increased to 80 students per year
SAT Prep Clinic	Not Available	120 students per year
Summer STEM Camp	Not Available	225 students per year
College Tours	Not Available	150-200 per year

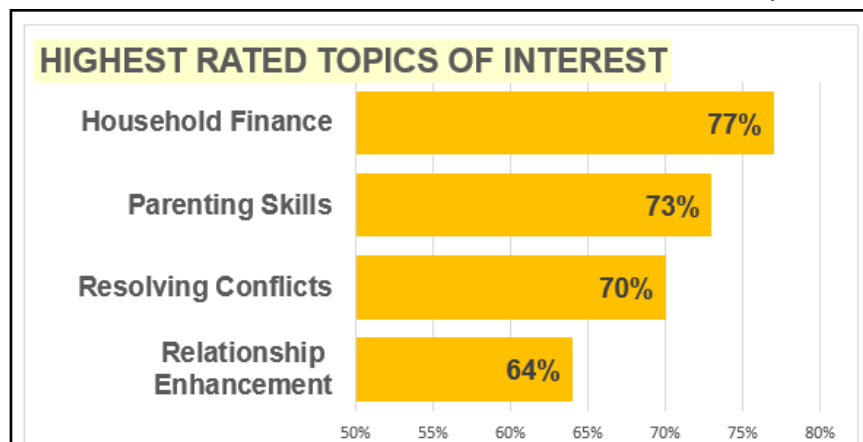
As indicated earlier, such **participation levels are particularly ambitious** and without **adequate recruitment strategies** (e.g., home visits, traditional and social media, public forums, and door-to-door canvassing) may present potential obstacles. For this and in response to technical support received from the Harlem Children's Zone, participation incentives have been embedded within each element of the pipeline, for students and their parents. During project planning, a **group of 250 high school students** were asked how likely they would be to **participate in a re-designed afterschool program** and **Saturday sessions**. The **group was silent**. When an **incentive system** was introduced and included **monthly stipends, field trips, youth rally and dances, pizza parties**, and opportunities to **explore areas of cultural, artistic, recreational** and civic importance, the **response was enthusiastic**. A raised hand and then, "**When do we begin?**" Project leaders described their efforts to raise funds from private sources and perhaps secure a future grant if available.

3. Extent to Which the Proposed Family Navigation System is High Quality and Proves Student Sufficient Services and Supports Based on Available Services and Individual Needs

One of the first things one notices when visiting Harlem is the **highly visible** and **pervasive logo branding** throughout the community. **Schools, community centers, service providers, health providers, employment agencies**, all emblazoned with the **Harlem Children's Zone logo**. Leaders have come to learn that once a quality service is provided, participants begin to expect and seek out other great things from the agency. This approach has already yielded positive results on the Hill, where **1,200 volunteers, all outfitted in a Promise Neighborhood T-Shirt**, stand as a visible ambassador to high-quality services. All partner agencies have enthusiastically

embraced the branding concept in promotional materials and websites. The next step to providing a **high-quality Family Navigation System** is to ensure that services are **accessible to the target population**, both in terms of **venue and schedule**. In the past, service providers in Lancaster have **devised programs to accommodate to staff availability**. This can present significant **challenges to working parents** who might prefer **evening or weekend programming**. It was this reason that extensive surveys were conducted to help devise a menu of most requested family services and most accessible schedule. The afterschool schedule described earlier was based on input

from parents as to the days of the week and hours. Surprisingly, the survey results for personnel topics of interest to parents reveal



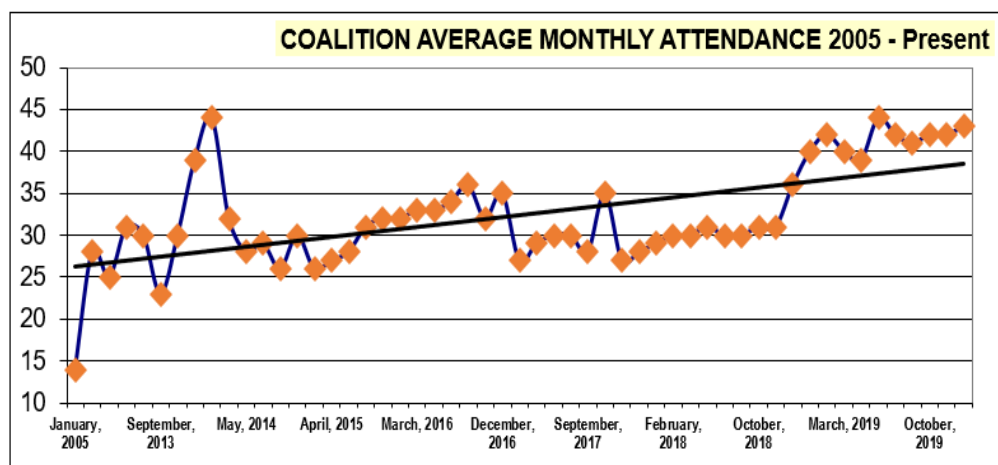
a number of **household and family strengthening domains**. This is not surprising, given recent discussions in the community around **father absence** and efforts to join in activities such as **Black Marriage Day**, and **Hispanic Marriage Day**, annual nationwide events, founded in 2003 by the Wedded Bliss Foundation to highlight the economic, social, and psychological benefits of **strengthening families of all types**.

Next, a key element in the development of a high-quality family navigation system is the **deployment of coordinators** who **teach, mentor, and collaborate** with students and their families, as well as community members, **to choose interventions, treatments, or solutions** that **best meet the needs of students and their families**. A

key community partner in this endeavor is United Way of Lancaster, who maintains connections with the majority of service providers throughout the county, operates a **Resource Library and website** (United Way 2-1-1) to **assist families requiring a wide range of services**. Students and their families can select services and supports based on available services and individual needs, as well as advocate for additional services. United Way is already positioned for this task, having moved beyond a “funder of services” to actually helping to coordinate and management interventions, beginning first with the **Lancaster Area Coalition for the Homeless (LACH)**. Under United Way’s leadership a **warming center** was created during inclement weather and throughout the year through **hotel vouchers** and **referrals for a range of services**. Case managers, in concert with schools and service providers will create an **Individual Service plan** detailing all **systems level objectives and potential services**. As the plan is executed, Case Managers will maintain **regular contact to monitor progress** and **identify any potential gaps or concerns**.

A key strength of the proposed project is the incredible partnership at work over the **past 20 years**, comprised of over **40 pubic, private, civic, corporate and faith-based** entities in the community. As such, this network includes **virtually every single**

category of
potential
need or
service that a
student or
family may



require. This partnership was not formed for purpose of applying for Promise Neighborhood but has **met monthly** over **two decades**.



COMPETITIVE PRIORITY 1: Community-Level Opioid Abuse Prevention Efforts

It is also especially important to note a key concern that has emerged over the past three years having to do with the growing level of **Opioid Misuse and overdose** in the county. The aforementioned coalition working together for 20 years, was first created as a **Drug Free Communities Support** grantee for ten years and sustained to this day. The work of this coalition in addressing Opioid Abuse has been extensive. In the past two years it has included:

1. Creation of a **Drug Treatment Program** in the **County Detention Facility** to support inmate recovery and reduce risk of overdose following discharge.
2. Creation of the **first Law Enforcement Assisted Diversion Program** in South Carolina that provides police officers the discretionary authority at the point of contact to **divert individuals to a community-based treatment center** to address unmet behavioral health needs.

3. **Expanded treatment services** including Adult and Juvenile Drug Courts and Physician Assistant able to prescribe Medication Assisted Treatment, the current gold standard for Opioid Abuse.



4. A **community engagement and awareness campaign** designed to promote safe storage and disposal of medications and reduce the sharing of these drugs.

The effectiveness of this coalition was recently evidenced in publication of an article in the **Journal of Primary Prevention**, detailing how partnership between law enforcement and community awareness can produce statistically significant reductions in alcohol related traffic crashes and underage drinking¹⁹. Another article is currently in review that involves law enforcement conducting **home visits to every 12th grade student** in the county (**over 800 homes**) to increase monitoring of alcohol and drug use. This network has been **intimately involved in the proposed Promise Neighborhood**, and **both co-chairs participated in one of the trips to Harlem** and serve on the **Project Advisory Team**. As such, the coalition will work together in the delivery of all existing prevention, treatment, recovery and diversion services throughout the Hill, including **Towards No Drug Abuse / Violence**, the evidence-based intervention targeted for the middle and high schools. The MOU in the appendix provides support of the coalition's involvement and commitment to the effort.

Finally, the community needs assessment highlights the staggering level of needs evidenced in many homes on The Hill—**unemployment, high risk health behaviors, food insecurity, low educational attainment**, and decaying home infrastructures such as **collapsed porches, broken windows, and poor insulation**.

To that end, the proposed continuum of solutions for families will include expanded access to a wide partnership of providers, beginning with creation of a **satellite health department clinic** at each of the **three target schools** and to other locations in The Hill (**Hope on the Hill Community Center** and the **"Blue House"**). A rotating schedule will be employed to provide the full



¹⁹ George, Holder, McKenzie, Mueller, Herchek, & Faile. Replication of a Controlled Community Prevention Trial to Reduce Impaired Driving; Journal of Primary Prevention (In Press)

range of activities currently provided at the main branch of the health department (e.g.,

immunization, well baby visits, screenings, consultation, registration

under the **Affordable Care Act**, and **referrals to primary care** at a

FQHC. A second key partner, Hope of Lancaster, will set up a **satellite**

food distribution center in the Hill (including **Angel Boxes**, containing **locally**

sourced fruits and vegetables), **Teaching Kitchen** to provide instruction in **nutrition**,

household finance, credit repair, tax preparation assistance, and filing for **Earned**

Income Tax Credit. A third important partner, Hope on the

Hill maintains large complex comprised of an **auditorium, gymnasium, office space,**

classrooms, and **athletic fields** located **adjacent to Clinton Elementary**, the **most**

accessible venue for the majority of households throughout the Hill. This will be a

major location for proposed services as well as office space for new partner staff

positions. In addition, the organization will conduct a quarterly **Criminal Record**

Expungement Clinic with a volunteer attorney to assist attendees with state eligible

offenses to file for expungement to help **facilitate the search for employment**.

Finally, the **Lancaster Adult Education Career Center**, also located next to Clinton

Elementary will

provide the full

range of adult

education

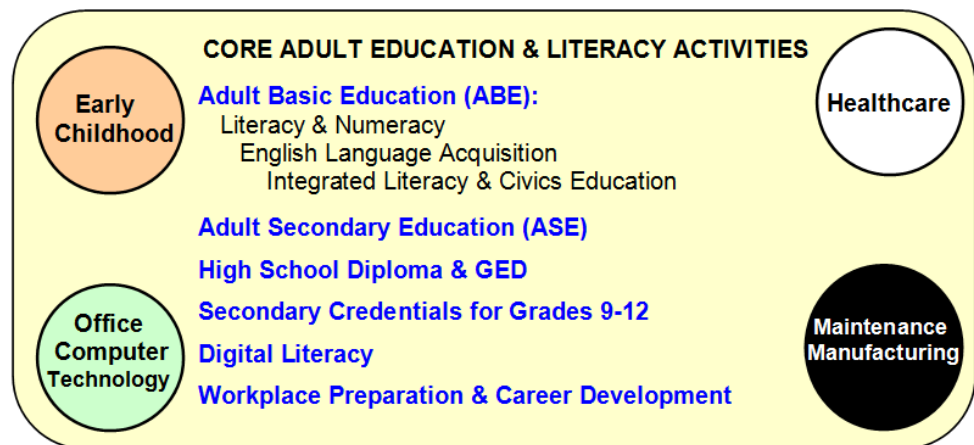
including ESL

education, GED

preparation, literacy, numeracy, workforce preparation and career development.



HOPE ON THE HILL



D. QUALITY OF THE MANAGEMENT PLAN

1. Adequacy of Management Plan to Achieve Objectives on Time & in Budget

During the review of literature associated with the project, several important themes emerged with regards to management, coordination and governance:

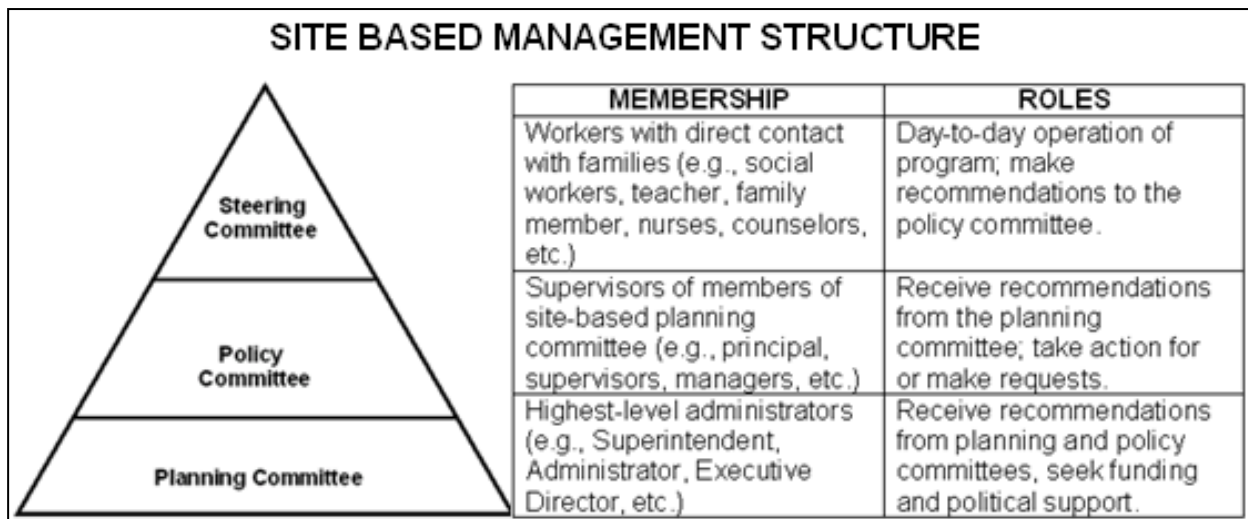
- The most important and **central person is the school principal** (Dryfoos; 1998).
- Effective programs are likely to have a **full time Site Coordinator** (Quinn; 2005)
- The best way to make a partner part of a team is to invite them to be part of the **governance of the project** (Dryfoos, Quinn, Barkin; 2005)
- All partners must be **involved in development of the plan so that they can own it.**

Based on this literature, a **program planning team** was proposed with a wide range of entities, most of which will continue to serve in operational capacities. The Initial Planning Team included input from **school representatives** and **service providers**:

School Principal	PTA Chair	School Improvement Council
School Superintendent	Facilities Director	Special Project Coordinator
Coalition for Healthy Youth	Children's Council	Community Powerhouse
Career Center	Partners for Youth	Learn TV
Univ. of SC-Lancaster	Learn TV	First Steps
Hope Center Family Services	Lancaster Pride	Hope on the Hill

These individuals assisted with the literature review, needs assessment, facility review, parent interviews, teacher forums, and formulation of the service delivery model. To oversee ongoing operations, a **full time Site Coordinator** will be hired at each target school to coordinate all activities. The governance structure selected for the project is

recommended within the professional literature (Calfee, Wittwer, & Meredith; 1998) and involves three tiers of leadership.



The Project Advisory Team will **meet bi-monthly** with the **Principals and Site Coordinators** to coordinate overall operation. **One staff member from each service provider** will serve on the group, along with the **school nurse, guidance counselor, neighborhood association chair, and three parent representatives**. The Policy Committee will be comprised of the supervisor representatives from each service provider, Principal, and Project Coordinator, and will meet monthly. Finally, the Planning Committee will meet quarterly and comprised of the School Superintendent, Directors of Department of Social Service, Counseling Services, and Executive Directors and/or Board Chairs of the community-based service providers.

In addition to the aforementioned project planning and governance structure, a program implementation and management plan has been established that details specific steps to be taken to fully implement the proposed project and ensure fidelity with intervention strategies. Using the Site Based Management Structure outlined above, the Principal, Program Coordinator and Evaluator will meet monthly to review

each leadership tier, review budgets, and **monitor the implementation schedule** to ensure timely completion of tasks. Because inter-agency initiatives can involve individuals with competing agendas, the Coalition has embraced positive participation, open communication, and minimize any territorial battles. To facilitate this process, the Coalition has adopted the **Consensus Decision-Making Framework**, a process that seeks the agreement of participants, while mitigating objections of the minority to achieve the most agreeable decision. This process has been employed by the Coalition in the past and is embedded in the management structure of the proposed project.

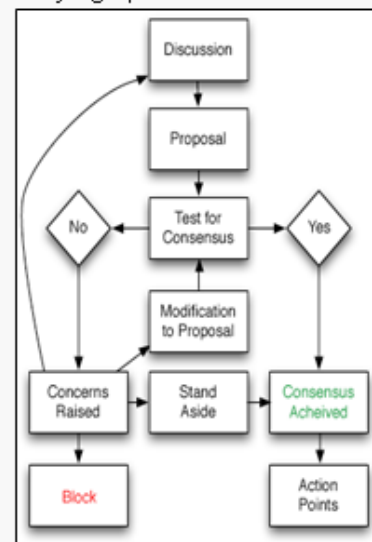
Discussion of the item: The item is discussed with the goal of identifying opinions and information. Potential proposals for action are also identified

Formation of a proposal: Based on discussion, a decision proposal is presented to the group.

Call for consensus: The facilitator calls for consensus on the proposal. Each member usually must actively state their agreement with the proposal, using a hand gesture to avoid the group interpreting silence or inaction as agreement.

Identification and addressing of concerns: If consensus is not achieved, the dissenter presents the concern, potentially starting another round of discussion to address or clarify the concern.

Modification of the proposal: The proposal is amended to address the concerns. The process returns to the call for consensus and the cycle is repeated until a satisfactory decision is made.



A **Management and Implementation Plan** has been devised that will be one of the elements that the Project Advisory Team will monitor over the course of the next five years. The plan includes **key tasks**, **responsible entities**, and **specific timeframes**.

The HILL Transformation Project

ABBREVIATED MANAGEMENT & IMPLEMENTATION PLAN

ACTIVITY	KEY PARTIES	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Notification of funding	Dept. of Education																				
Assemble Coalition, review narrative, timeline, tasks	PFY, PAT, CHY, EV																				
Advertise staff positions, interview, & hire	PFY, PAT, PRI																				
Establish evaluation data collection protocol	PAT, EV																				
Finalize subcontracts	PFY, PD																				
Finalize site plan, school set up	LCSD, PRI, PD, SS																				

KEY:

PFY- Partners for Youth

PD-Program Director

SC-School Site Coordinator

PRI-School Principals

PAT- Project Advisory Team

TCC- The Children's Council

CHY- Coalition for Healthy Youth

LCSD – Lancaster County Schools

EV- Evaluator

USCL- Univ. of SC-Lancaster

PH-Community Powerhouse

HC-Hope Center Family Services

LT- Learn TV

RR-Read Right Inc.

VC-Career & Vocation Training Center

LP-Lancaster Pride

AM-AmeriCorps Volunteers

PAX- PAX Institute

UW- University of Wisconsin

GBG-Good Behavior Game Trainer

FS- First Steps

The HILL Transformation Project

ACTIVITY	KEY PARTIES	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Read Right Teacher Training	RR, AM, LCSD, SS																				
Purchase curriculum materials and supplies	PD																				
Establish program review meeting schedule	PD, PAT, EV, PRI, SS																				
Good Behavior Game Training	PAX, LCSD, PRI																				
Secure afterschool teachers and aides	LCSD, PRI, PD																				
Survey development and/or adaptation	EV, PD, PAT																				
Establish data collection protocol	EV, PD, PAT																				
School Site Planning for Afterschool Curriculum	LCSD, PRI																				
Begin recruitment for Parent Child Home	TCC, CHY, PD, PRI																				
Schedule & conduct Read Right 3-week introduction	RR, LCSD, PRI, AM																				
Complete remaining 4weeks of Read Right training	RR, LCSD, PRI, AM																				
Begin PCH Home Visitation Sessions	TCC																				
Assemble baseline data in archival database	EV, PD, SS,																				

The HILL Transformation Project

ACTIVITY	KEY PARTIES	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Conduct surveys of teachers, students, parents	EV, CHY, PD, SS, PRI																				
Conduct professional development courses	LCSD, PRI																				
Quality Monitoring Review Sessions	PAT, PD, EV																				
Train volunteers/operation protocol for Pick a Street	LP, PFY, AM																				
Begin Lancaster Pride Pick a Street / Engagement	LP, PFY, AM, CHY																				
Finalize Healthy Lancaster Implementation	PFY, CHY, PAT,																				
Begin Healthy Lancaster Campaign	PFY, CHY, PD, SS																				
Set-up adult education lab	VC, LCSD, PRI																				
Vocational training and education sessions begin	VC, LCSD																				
Finalize Learn TV production schedule	LT, PAT, PD																				
Conduct budget review meetings	PFY, PAT, PD																				
Begin afterschool component	LCSD, PRI, SS, AM																				
Begin Community Awareness campaign	PFY, PAT, CHY, LT																				

The HILL Transformation Project

		YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5			
ACTIVITY	KEY PARTIES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Training in Check and Connect	PH, UW, PD, SS, AM																				
Check and Connect matching, begin service	PH, PD, SS, AM																				
Begin Learn TV Broadcasts	LT																				
Begin Implementation of Good Behavior Game	LCSD,GBG																				
Conduct fidelity reviews for Read Right/GBG	GBG, EV, PFY																				
Begin Parent Child Home services	TCC																				
Begin Community Awareness Promotions	LT, PAT, PD, SS																				
Begin College and Career Leadership Academy	VC																				
School on Saturday Sessions	LCSD, SS, PD																				
Dual Credit Courses	USCL, LCSD																				
Begin Summer Bridge Program	USCL, LCSD, PRI, SS																				
Begin Baby Blocks Recruitment	TCC, PRI, CHY, PD																				
Begin Baby Blocks	TCC																				

The HILL Transformation Project

		YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5			
ACTIVITY	KEY PARTIES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Countdown to Kindergarten	FS, LCSD																				
Collect and update indicator data	EV, PD, SS, PRI																				
Begin parent recruitment	HC, CHY, PD, SS																				
Collect and update indicator data	EV, PAT, PD, SS																				
Begin parent training and support services	HC, PFY, CHY, SS																				
Annual Report Complete and Reviewed	PFY, PD, EV, PAT																				
Planning for Upcoming Year	PFY, PAT, PD, SS																				

KEY PROJECT MILESTONES:

Staff Hired and in Place at Target Schools Oct. 30, 2021

All Curricula Training Completed- Nov. 23, 2021

All Services Operational –January 1, 2022

Good Behavior Game Fidelity Reviews meet 85% Mastery: March, 22

C & C Facilitators meet 85% Weekly Contact Rate: April, 22

Average 1.5 grade level reading improvement: May, 22

Data Collection Training Complete: Nov. 2021

Pilot Testing of new interventions: Nov–Dec 21

Year One Data Analysis Complete: Each Sept.

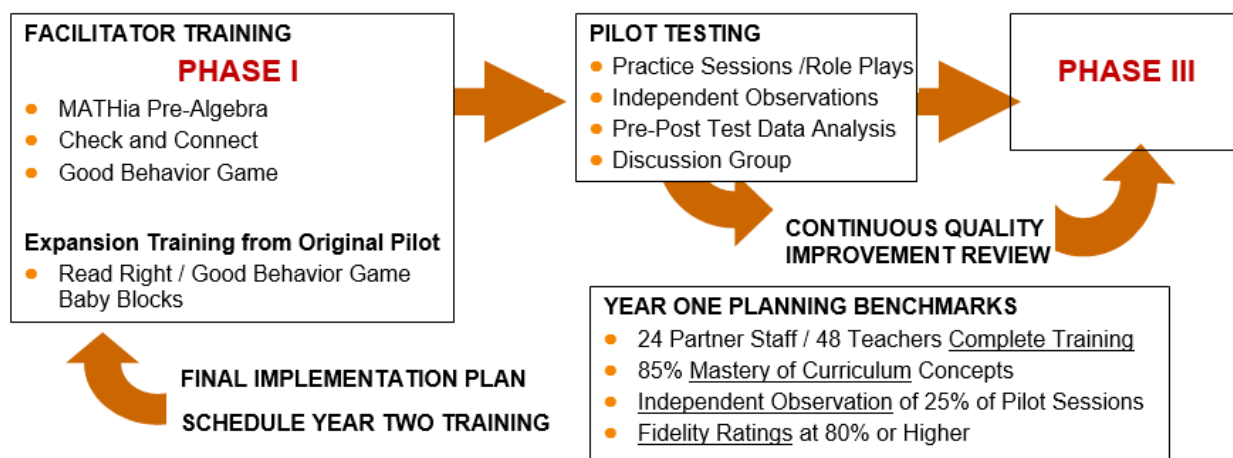
PC+ at 90% Operational Capacity: March, 22

Mathia algebra units complete 90%: May, 22

Year 2-5 Project Planning Complete: Every April

If funded, the first step in the implementation process will involve **updating the needs assessment**, with focus on updating **any new archival data** available since 2020. All data will be disaggregated by target school, to identify **areas of elevated need**. In addition, data will be collected from existing resources to capture range and scope.

The next step in the process will involve the **final pilot testing and fidelity reviews** of the selected curricula in each setting. Initial facilitator training will be conducted by curricula developers as described earlier in the narrative. Since Read Right, Good Behavior Game, and Baby Blocks have already been pilot tested, full scale implementation will be conducted at the target schools. The pilot testing protocol will include practice sessions, classroom observations, a training discussion group, and analysis of pre and posttest data. The overall process is outlined in the graphic below:



Although it is not uncommon for service providers to embrace evidence-based program models, cavalier implementation or cutting corners for convenience can weaken **capacity of the program to achieve objectives**. In 2000, a local agency implemented a nationally recognized parenting model (Effective Black Parenting) but eliminated six of the fourteen sessions for fear that parents wouldn't attend. Project leaders were then surprised when evaluation data revealed little improvement in parent management skills.

The lesson—**implement the proposed project with fidelity**—always.

To that end a detailed fidelity plan is devised, outlined in the schematic above. To ensure that the interventions are replicated accurately, training will be conducted by the developers in the recommended sequence outlined earlier in the narrative, and with annual follow up training. Trainees will then assemble for **practice sessions**, discussions, and pre/post-testing of **curriculum mastery**.

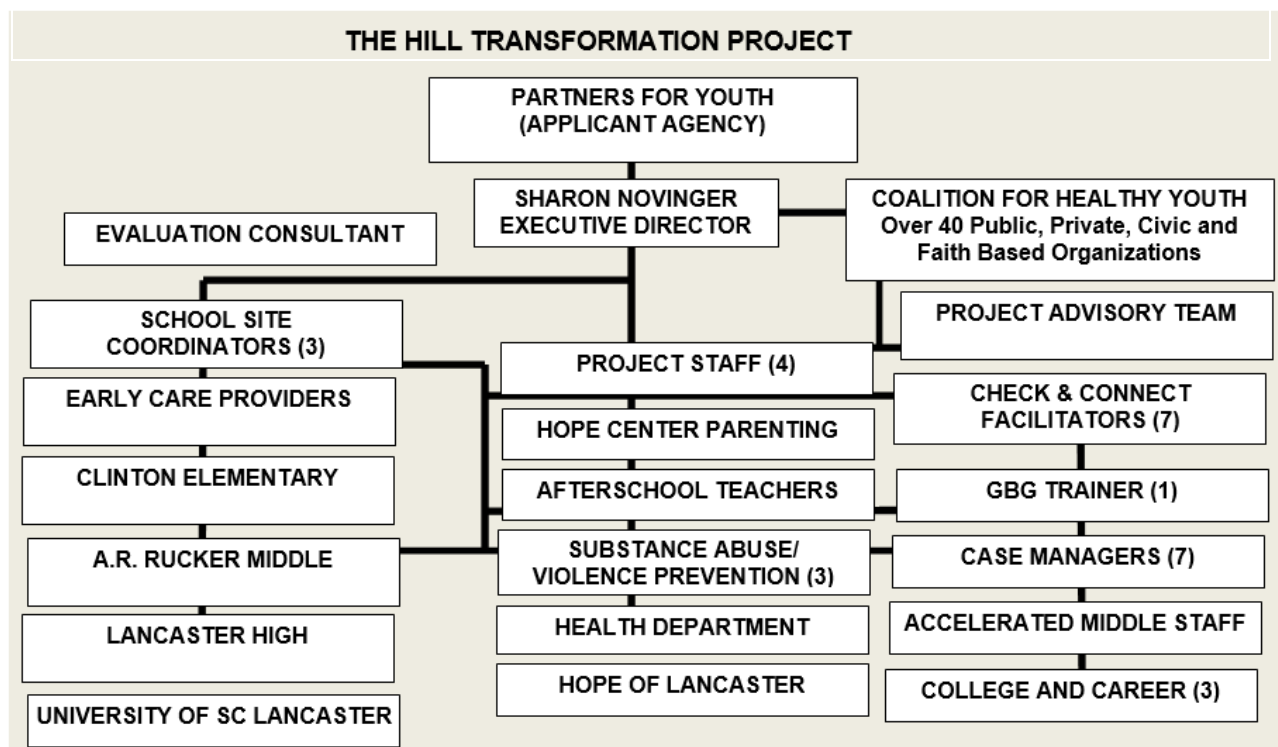
Since the curriculum framework has been employed in rural communities of similar demographics as Lancaster, **no adaptations are planned or expected**. At this point, pilot testing will commence, where facilitators will conduct one full cycle of each model at each target school. Each team will have a minimum of two randomly selected **curriculum units observed** by an **independent observer**, or 25% of total sessions. In addition, the cycle will **be videotaped for review and discussion**, to further hone facilitator skills. Once pilot testing is complete, any instructional adjustments will be made, and full implementation will continue. In addition to fidelity reviews, the Project Advisory Team will monitor a wide range of process indicators:

- 1) Were all positions hired within the proposed timeline?
- 2) Was professional development completed as scheduled, with minimum mastery?
- 3) Did teachers, administrators, & staff receive orientation training on the program?
- 4) What is the teacher, administrator, and staff impressions of the project?
- 5) Were program measures and assessments conducted and scored accurately?
- 6) Are additional recruitment or retention strategies required to support participation?

As implementation data become available, the team will monitor project status. In cases where tasks, timeframes, or objectives are at risk, the team will provide technical

support and problem solving to ameliorate complications and ensure ongoing success.

The activities necessary to lay foundation for full implementation have been clearly identified and monitoring by the Project Advisory Team. This team will be responsible for overseeing all aspects of **program development, implementation, and evaluation** over five years. This includes assisting with staff **hiring, ongoing needs and resource assessment**, and ensuring **community linkages**. Finally, an organizational chart summarizes key entities responsible for program management and operation:



In addition, although not represented in the chart above, nine subcommittees are included in the MOU, assisting with varying elements of the cradle to college pipeline:

Baby College	Childcare Enhancements	Afterschool / School on Saturdays
Lancaster Pride	Healthy Lancaster	Case Management
College and Career	Data & Monitoring	Fund Development

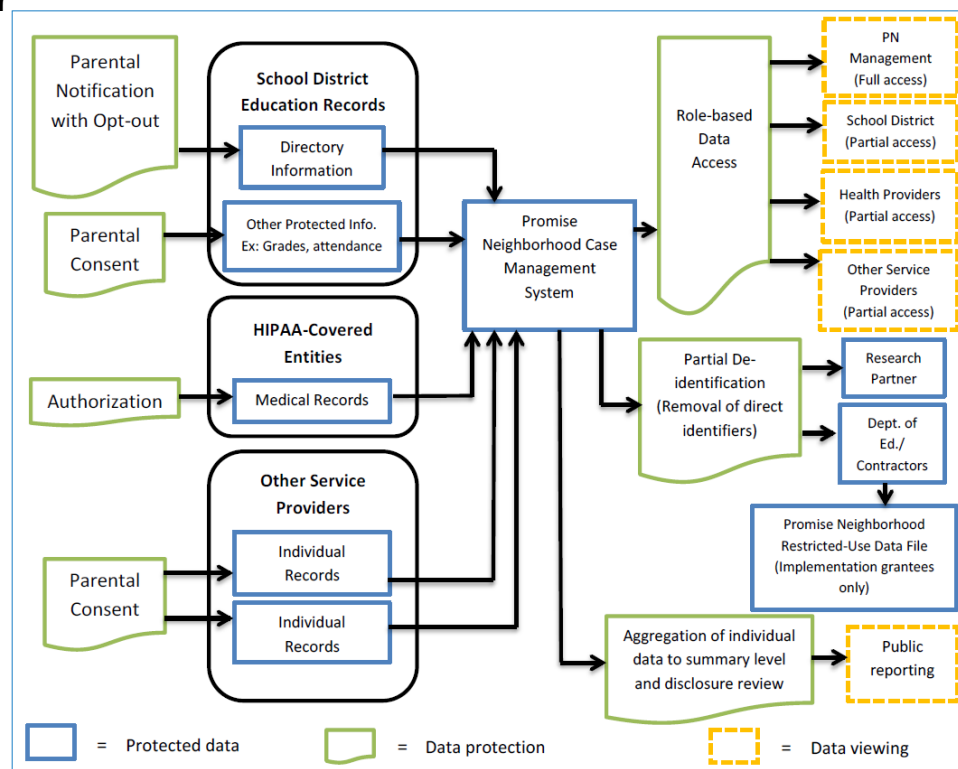
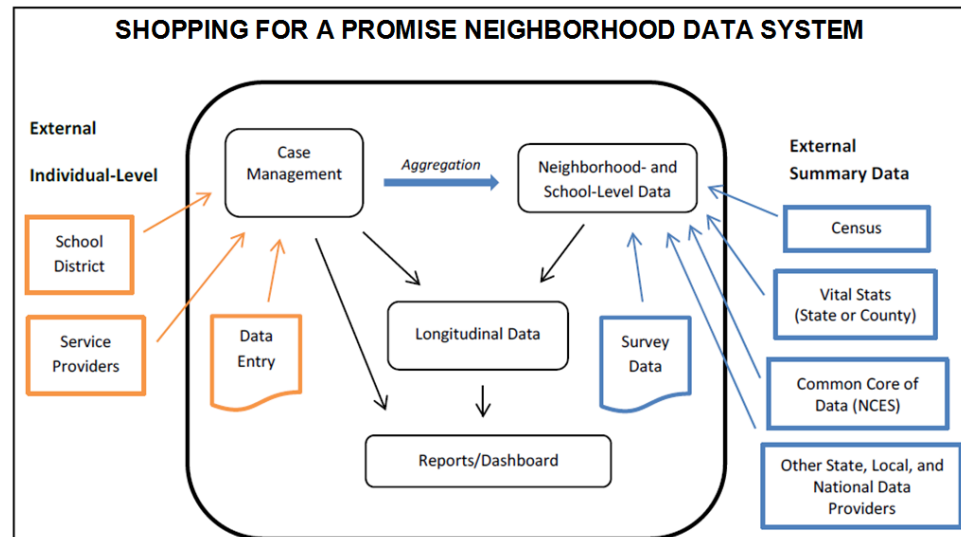
2. Experience, Lessons Learned and Proposal to Build Capacity of Applicant's Management Team and Director in Collecting, Analyzing, & Using Data for Decision-Making, CQI, & Accountability

Over the past three years of planning, pilot testing, community engagement and review of research, a number of **key lessons has emerged**. Although an application was originally developed for the **2011 Promise Neighborhood competition**, it was **thankfully not approved—poorly planned**, with **little community involvement** or outreach, **major gaps in the continuum of services**, and critical **lack of vision**. The most significant flaw and lesson learned was the **growing belief that Promise Neighborhood was not a grant**, but a **new framework for understanding and solving problems**, working together to eliminate programmatic silos, and how addressing infrastructure through **policy change could lead to sustained change**. For example, **after four Saturdays of picking up trash**, volunteers began to posit a more **long-term solution**. This led to **conversations with a county council** representative, who reached out to **the mayor and city council**, and dumpster was placed in the neighborhood lacking trash service. Likewise, the arduous task of **door to door canvassing also completely reshaped the scope** and vision for the project. Project leaders then achieved an epiphany after reading Paul Tough's book (Whatever it Takes) and **first visit to the Harlem Children's Zone**. It was there that the group learned how to **ADAPT the approach in Harlem**, as opposed to blindly parroting each intervention employed in their 97 blocks. **Their best advice: follow the data**, it will lead you to the **most vulnerable population, most critical needs**, and allow you **monitor effectiveness**. Project leaders now had a **vision and roadmap** to addressing the achievement gap and the real work began.

It was at this point that one of the single most important elements in the project became data. Quite frankly, resources are scarce and needs in the community are far too **severe to risk wasting time or money**. Waiting till the end of the grant to determine effectiveness is not an evaluation, **it's an autopsy**. For that reason, considerable time was spent in researching the perfect system that would provide timely and accurate

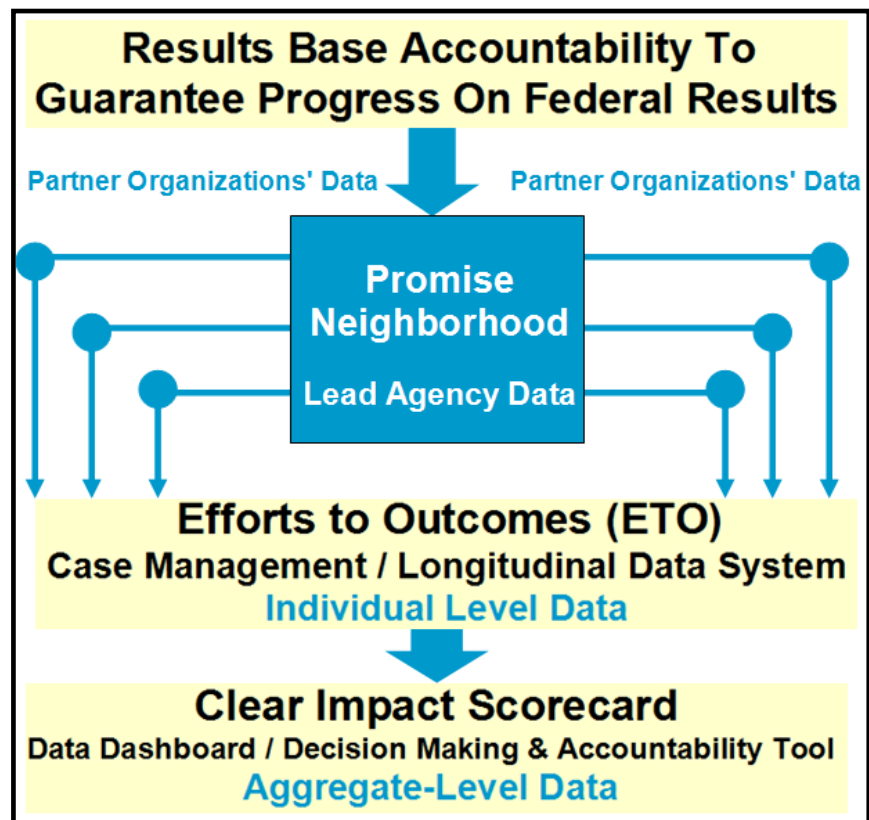
data, capable of **integrating multiple data sources**. Most important, this would include input from **school**

district and partner service providers, including existing **archival sources, survey data**, and local, state or federal sources. Next, system access would require protection and compliance



with state and federal confidentiality (HIPAA, FERPA), with different access levels for entering data, viewing data, and participation consent. Also important is a **dashboard that allows for ongoing tracking of progress** for each of the target objectives.

In the end, the Advisory Team found that no one data system met all the selection criteria. Instead, the team identified three distinct frameworks that software developers have been integrated into a comprehensive system, evolving an earlier model initially employed within the Harlem Children's Zone. First, **Results Based Accountability (RBA)**, widely employed by business, state and federal government, and non-profits around the globe, provides an organizational framework for data driven decision making, assisting organizations to move beyond talking to tracking specific indicators in real time. **Efforts to Outcomes (ETO)** is an internet-based case management database, that builds on RBA to measure program outcomes, drawing data from all relevant sources, and organized into the **Clear Impact Scorecard**, a data dashboard that allows for longitudinal tracking and transparent accountability. The entire proposed system is summarized in the schematic to the right.



First, **on-site training in all three systems** will be conducted by the software developers (Social Solutions and Clear Impact), and during the first three months of the grant. All key district and agency partners will participate in the four-day training sessions. An estimated **100 Scorecard licenses** will be required for schools, program staff, and project partners, with training provided to these users via an online training system. The decision was also made to hire Clear Impact in designing the scorecard to align with all project objectives, including the required **Performance indicators**.

Likewise, Clear Impact will help **transfer all existing data from the needs assessment** (student surveys, household surveys, archival data) into the data system for use in establishing baselines and longitudinal tracking of performance. An **evaluation consultant**, to be secured through procurement, will **oversee and monitor timely data entry** by service providers and **dissemination through a community website**. Likewise, each program coordinator will review the dashboard weekly to allow for timely intervention to correct areas of concern. For example, data suggests that once a student **misses three days of school** during an academic year, the process of decline begins to intensify. An ongoing review of this data by school leaders and project partners will serve to initiate contact with an Academic Case Manager and/or Check and Connect advisory. Data from the Scorecard will also be employed by the Project Advisory Team during **Continuous Quality Improvement (CQI)** reviews conducted bi-monthly during the first year.

The review of process and outcome data, along with the discussion on feedback will enable program staff to track impact and fidelity with the program models. In cases where significant progress has been delayed, **corrective action plans** will be devised

and submitted to staff and project leaders. In addition to these monitoring activities, the Partners for Youth Finance Director will meet quarterly with the Director to conduct a **budget review**, ensuring efficient use of resources.

In addition to required performance measures, a range of other data will be collected as part of the outcome component of the evaluation, outlined earlier along with the details related to the implementation evaluation methodology. The following elements will be collected at baseline, and each year of the proposed project:

	OUTCOME	MEASURE
STUDENT LEVEL	Student Academic Performance & School Engagement	Grades, State PASS Test Scores Attendance, Behavioral Reports
	Reading Skill and Comprehension	Gates McGintie Reading Scale
	Pro-Social Behaviors (Bullying, etc.)	Communities That Care Student Survey
PARENT AND ADULT LEVEL	Family Management	Moos Family Environment Scale
	Family Conflict	Conflict Tactics Scale for Parent and Child.
	Parent Involvement in Education	Epstein Parent Involvement Scale
	Health Status	Behavior and Activity Surveys,
	Adult Education Attainment and Self-Sufficiency	GED count, Test of Adult Basic Education (TABE), Gates McGintie Reading Scale, Employment Status
SCHOOL	School Milieu and Engagement	WISC School Climate Survey, Teacher Attendance, Turnover Rate,

All of the aforementioned data (performance, process and outcome) will be reviewed weekly by the Project Advisory Team. In cases where tasks, timeframes, or objectives are at risk, the team will provide technical support and problem solving to ameliorate the complications. This recursive process of collecting and reviewing data throughout the life of a project has proven highly effective in the past, as a mechanism for identifying potential problems, facilitating efficient solutions, and maintaining progress towards meeting program goals and objectives. In addition to these data, a detailed set of School Baseline Data will be collected and monitored and will include:

School Baseline Data will be collected for the entire school, by grade cohort, and disaggregated by both gender and ethnicity. The following indicators will be collected for the academic year preceding first year of program operation:

Attendance (Ave. Days Missed)	Behavioral Incident Reports	Suspensions
State Performance Tests	Student Mobility	Retention
School Resource Officer Reports		

Once baseline data has been collected and intervention strategies commence, updating of school, archival and student survey data will take place annually, usually within the first month of the new academic year. All program survey instruments and measures will be formatted for use with an **Optical Mark Reader** using the **Survey Tracker II software**, and then printed on **OMR form stock** for use in the program. Completed forms will then be scanned on an **OpScan 6 Optical Mark Reader** for later use in the data analysis. This system allows for accurate tabulation of results and can be used to create specific filters to analyze data (e.g., responses of African American male participants compared to their white counterparts).

In addition to survey data, the project will employ a range of more standardized instruments as part of the **Continuing Quality Improvement (CQI)**. First, the following data are collected and reported to the state department on an annual basis:

- **South Carolina Kindergarten Readiness Assessment (KRA)**- The KRA measures a child's readiness for school in four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA is conducted once a year at the beginning of Kindergarten.
- **Palmetto Assessment of State Standards** - The South Carolina Palmetto Assessment of State Standards (**SCPASS**) is a statewide assessment administered to students in grades four, six, and eight for science and grades five and seven for social studies. All students in these grade levels are required to take the **SCPASS** except those who qualify for the South Carolina diploma.
- **PowerSchool** – A management information system employed by districts that allows for tracking of process and outcome indicators including: attendance, grades and Grade Point Average, behavioral reports, retention status, suspensions and expulsions, English Language Proficiency, course schedule, and graduation status.
- **Test of Basic Education (TABE)** – The TABE is required for adult education programs and provides gauge of student literacy, numeracy, and aligned with WorkKeys, a measure of employment readiness.
- **Body Mass Index (BMI)**- BMI is computed through an algorithm based on student weight, height, date of birth and gender. Computation is made through an electronic spreadsheet developed and distributed by the U.S. Centers of Disease Control. BMI is collected as part of physical education and provides a description of obesity.

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- **Student Risk Behavior** – This survey is conducted through the South Carolina Department of Alcohol and Other Drug Addiction Services, employing a variation of the Youth Risk Behavior Surveillance System (YSRB) at the CDC.

In addition to these state level performance measures, the proposed program has been designed to include several other instruments to monitor student improvement in core academic subjects, school climate, parent involvement and support, and family functioning. The table below describes key elements in this instrumentation and details the psychometric properties related to both validity and reliability:

Measure	Psychometric Properties Related to Validity and Reliability
Gates McGintie Reading Scale	Test/Retest Reliability (.85 to .90) / Concurrent Validity (.92) / Construct Validity: 903
Measures of Academic Progress	Internal Consistency (.92 to .95) / Test-Retest Equivalent Form (.89 to .96)
School Climate Measure (SCM)	All 4 SCM domains explained approximately 63% of the variance (factor loading range .45-.92). Structural equation models fit the data well $\chi^2 = 14,325$ (df = 293, $p < .001$), comparative fit index (CFI) = .951, Tucker-Lewis index (TLI) = .952,
Epstein Parent Involvement Scale	Reliability ($\alpha = .842$), Cronbach Alphas of: parenting (.716), communicating (.708), volunteering (.571), learning at home (.697), decision-making (.441), and collaborating
Moos Family Environment Scale	Test/Retest Reliability (Cohesion subscale: .86; Conflict Subscale: .85) Internal Consistency (Cronbach's Alpha: .67) Discriminative Validity: ($r = -.18$; $p < .05$).

E. ADEQUACY OF RESOURCES

1. Extent Which Costs Are Reasonable in Relation to Number of Persons Served

Project leaders committed from the outset to request only those funds absolutely to ensure success. When the local newspaper reported that Lancaster was in line to receive \$30 million dollars, project leaders issued a correction. Given the competitive nature of the grant, it was important to **request the lowest level of funding necessary** in order to facilitate systemic change and produce the desired improvement in target indicators. To that end, the year one budget is **25% less than the maximum allowable** under federal guidelines. At the same time, the project scope is extensive, with service to a total of 2,404 students housed in three target schools, or **17% of the**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$4,958,480	\$4,958,480	\$4,958,480	\$4,958,480	\$4,958,480
Per Student Cost	\$2,062	\$2,062	\$2,062	\$2,062	\$2,062
Per Teacher Training	\$1,702	\$1,440	\$1,318	\$81	\$81
Training Hours	240	240	240	240	240

total district enrollment. The chart below summarizes the unit costs for several

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Hours of Afterschool	43,200	43,200	43,200	43,200	43,200
Saturday Hours	9,000	9,000	9,000	9,000	9,000
Baby College Families	60	60	60	60	60
Children in Early Care	250	300	325	350	400

total of 240 hours of professional development, a 240% increase over state average.

Although the cost per student in year one is \$2,062, this includes all elements--Early Learning to Lancaster Pride, as well as data collection, and administration. If only services provided to students at the three target schools are included, the actual cost is less than \$900 per year. Likewise, several expenditures represent one-time costs (e.g.,

data system, training certification for Read Right and Good Behavior Game, etc.), which reduce overall costs in subsequent years and enhance overall sustainability.

2. Applicant Demonstrates Resources to Operate Beyond the Length of Grant

As indicated earlier, while **no Promise Neighborhood grant funding has ever been approved**, the community has adopted the name and has worked diligently over the past three years in conducting a rigorous **segmentation analysis**, community **mobilization and engagement**, **door-to-door canvassing**, **planning** and **pilot testing** several interventions. After a failed Promise Neighborhood grant application in 2010, members of the planning team participated in **Grant Writing Survival School**, to understand how to better craft grant proposals. Since then, almost **\$3 million dollars** has been secured from public and private sources to carry out the work. Advisory Team members genuinely **did not believe that another Promise Neighborhood grant cycle would every take place** and yet the work needed to continue. **Annual financial pledges** have been solicited from donors for **Saturday community improvement sessions**. State funding was secured to begin **afterschool services**. **Small foundation grants** were obtained to facilitate **food distribution**. The Drug Free Community Support Coalition working with Promise Neighborhood (**Competitive Priority #1**) was awarded over \$2 million dollars in prevention, treatment and recovery funding to address **Opioid misuse**.

The applicant agency for this effort, **Partners for Youth**, is a private foundation that **funds and operates youth development programming** in Lancaster County. Since forming in 2004, the organization has made grant awards and direct services **of over \$6.8 million dollars** including **\$1.8 million raised to provide college**

scholarships to low-income students, \$3 million to help create a network of 4K classrooms, still in operation, \$50,000 to support children in foster care, and more recently, classroom grants to teachers at the target schools. Assisting with the effort is the aforementioned Coalition for Healthy Youth, a network of over 40 public, private, civic and faith-based partners who have come together to prioritize the transformation of The Hill. Out of this network emerged the Advisory Team and nine subcommittees, and as such, the planning and implementation process has been devised to be collaborative and transparent. All resources and support to be provided by the applicant agency, will be joined with other supports contributed by community partners and stakeholders.

Support from individuals, businesses and foundations has been heartwarming, with cash commitments ranging from **\$50 to \$1.5 million**, summarized in the chart on the next page. Cash pledges included 100% of Advisory Team members who **surpassed their initial goal of \$10,000 per year**. Pledges were received from local **businesses, foundations, civic groups, individuals, churches**, as well as the **School Board, teachers, and principals**. The table on the following page summarizes the **five-year CASH MATCH pledges received to date**. It is important to note that **another \$1.25 million in requests is still under consideration** but was not fully approved in time for submission of the grant.

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DONOR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Arras Foundation	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$1,500,000
Lancaster County School District	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$600,000
Partners for Youth	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$350,000
Founders Federal Credit Union	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
Red Venture	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
Comporium	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
Promise Neighborhood Advisory Board	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$62,500
United Way	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Duke Energy	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500	\$47,500
Give Local Donors	\$5,690	\$5,690	\$5,690	\$5,690	\$5,690	\$28,450
Lineberger Construction	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Lancaster County Natural Gas	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$20,000
Springs Close Foundation	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
Perception Builders	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
Local Churches	\$2,350	\$2,350	\$2,350	\$2,350	\$2,350	\$11,750
Nibrol	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Target School Staff and Teachers	\$1,805	\$1,805	\$1,805	\$1,805	\$1,805	\$9,025
Highway 55 Grill	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
Lancaster School Board Members	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$7,000
Lynches River Electric	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
The Light Foundation	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Lunch Rotary	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Hyatt Law	\$500	\$500	\$500	\$500	\$500	\$2,500
Breakfast Rotary	\$500	\$500	\$500	\$500	\$500	\$2,500
Uncategorized	\$500	\$500	\$500	\$500	\$500	\$2,500
Partners for Youth Board of Directors	\$400	\$400	\$400	\$400	\$400	\$2,000
Chandler Collision	\$150	\$150	\$150	\$150	\$150	\$750
Norell and Norell Attorneys at Law	\$150	\$150	\$150	\$150	\$150	\$750
TOTAL:	\$655,945	\$655,945	\$655,945	\$655,945	\$655,945	\$3,279,725

However, the successful solicitation of cash donations is only part of the local story. In short, the three schools serving The Hill have become the priority. As such, a wide range of existing district and community resources will be **aligned and prioritized for the Promise Neighborhood**. For example, the district operates **Head Start and Early Head Start** programs, serving over 200 children, ages 0-4. The district has pledged to priority for admission to families that reside in The Hill. Likewise, Communities in Schools operates a **YouthBuild program**, providing pre-apprenticeship programming in construction skills for at-risk youth. They have also prioritized youth from the Hill and are key partners in Saturday revitalization sessions completing minor home repairs (installation of **handicap ramps**, replacement of **broken windows**, fix **porches**, **pressure washing homes** prior to painting, etc.). **First Steps**, who provides a range of early care services has also given priority consideration to families residing in the Hill, as does The **Children's Council**, **Hope of Lancaster**, **Hope on the Hill**, and **Hope Center Parent Support Center**.

This **martialing of resources** to focus on the target high need neighborhoods **did not require any new grant funding**, just sitting down as organizations and **discussing the mission of each agency**, the **needs assessment data**, and **advantages of combining resources**. **Partnership. Promise Neighborhood.**

It is important to note the immense value that Promise Neighborhood holds for the community. While the project is not led by the school district, but a large consortium of members led by Lancaster County Partners for Youth, it is still highly esteemed and the **centerpiece of district educational reforms**. It is perhaps best stated in the letter of commitment from the **Lancaster County School Board of Trustees**:

Make no mistake, **this is not simply a grant.** It is a **new way of working together** and ensuring success for all students...While we

be serving only three of our schools, we believe the lessons involved in Promise Neighborhood will greatly enhance our work in every single district. Promise Neighborhood **represents the future of education in this community.**

It will be our highest priority.



The heartfelt commitment and vision that has emerged over the past three years has touched every member of the planning team. Again, from a letter written by the

Executive Director of the applicant agent—Partners for Youth:



As Director of a Community Foundation that has worked in Lancaster County, the **Promise Neighborhood has changed my life.** I was one of the first individuals to spend a week studying the Harlem Children's Zone and strategies for adaptation here in our community. I stand as a true believer. **There is no higher priority** to our board than the **successful sustainability of this important initiative.**

Again, in the letter from Partners for Youth:

I personally was involved in **meetings with virtually every business and philanthropic organization in our area** to solicit financial support for Promise Neighborhood. We raised **over \$3 million dollars in cash pledges in two weeks, during a pandemic.** I will confess that **raising the cash match was one of the easiest things I have ever done** in my career—only because of the belief that this initiative holds the key to transforming education in this high need neighborhood.

3. Applicant Identifies Existing Neighborhood Assets and Programs Supported

The proposed project has been a textbook exercise in partnership and community mobilization. Because the target area is rural, with less bureaucratic insulation, it has been easier to secure participation, input, and agreement from all important stakeholders in the community. Most important, the proposed project has been driven by representatives of the target neighborhoods. Over the course of two years, outreach was conducted and reached a broad range of stakeholders, including:

NAACP	Chamber of Commerce	University of SC-Lancaster
City Council	<u>Every Church</u> in the Zone	County Council
Heath Department	<u>Every Non-Profit Organization</u>	Dept. of Social Services
Police Dept.	Sheriff's Office	Recreation Department
Business Leaders	Juvenile Drug Court	Alcohol & Drug Services

The most important accomplishment to date of the proposed Promise Neighborhood initiative in Lancaster has been the phenomenal and enthusiastic buy-in achieved over the past two years of data collection, planning and discussion. Over the past year, during every planning meeting or community forum, participants were asked to sign a Petition in support of the project, for inclusion in the proposal. Over 800 signatures were collected and included in the appendix.. In short, virtually every public, private, civic and faith-based entity in the county has embraced the vision, and in most cases prioritized their resources to children and families in the attendance zone. First and foremost, the Lancaster County School District is in full and vigorous support of the Promise Neighborhood, granting carte blanche access to each target school, as well as district level resources. The District Superintendent is a founding member of the

Advisory Team and assisted in all planning activities. **A table follows at the end this section** detailing the wide range of available assets that are key participants in the proposed Project.

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CONTINUUM ELEMENT	RESOURCE LEVERAGED
Early Learning	The Children's Council operates the Parent -Child Home Program, with private foundation funding, and has agreed to focus their home visitation network to residents of the Promise Neighborhood.
	First Steps was awarded an Early Head Start Partnership grant to provide technical support to private childcare centers that follow the federal performance standards. The organization has agreed to focus resources on increasing availability of quality childcare service in the Promise Neighborhood.
	The Lancaster County School District operates Head Start and Early Head Start, with federal funding. The district has agreed to give priority placement to families in the Promise Neighborhood.
College to Career	University of South Carolina-Lancaster operates an Upward Bound program to provide support to low-income high school students entering college. They have agreed to provide support to students from Lancaster High, beginning in the senior year.
	The University of South Carolina-Lancaster has agreed to conduct Dual Enrollment Credit courses on site at Lancaster High and on campus. They have also agreed to assist with college campus tours.
Healthy Lancaster	United Way of Lancaster operates a community garden and has agreed to assist with development of a series of mini-gardens located in lots made available through demolition of blighted homes.
	Care Health Center, an FQHC (Federally Qualified Health Center) has already maintained a presence at Clinton and has agreed to conduct health screenings, workshops, patient enrollment, and access to a mobile medical unit, pharmacy, and prescription delivery service.
Lancaster Pride	City of Lancaster / County of Lancaster has funding to purchase and demolish blighted or abandoned homes. They have agreed to focus this effort solely to the Promise Neighborhood.
	Communities in Schools /YouthBuild provides construction training and educational support to youths dropping out of school. They have agreed to prioritize enrollment to the Promise Neighborhood and direct their workforce to assist with demolition of blighted homes and painting and repair of homes.
	Saturday Volunteer Sessions have involved over 1,200 individuals to date for neighborhood canvassing, litter control, house painting and yard work.
Community Engagement	Learn TV, a public cable access station has agreed to support the project through production of a series of public service announcements and 30-minute broadcast related to program elements.

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ELEMENT	RESOURCE LEVERAGED
Parent Support and Engagement	Founders Federal Credit Union and agreed to conduct a series of workshops in the target zone related to family finance, credit repair, and asset development.
	The Lancaster County Literacy Council, a non-profit adult education center located next door to Clinton Elementary School has agreed to conduct a range of services within the zone including GED instruction, ESL classes, computer and keyboarding, and vocational supports.
General Operations	The Lancaster School District is in full support of the project and has agreed to full access at each target school, embracing each of the targeted interventions, accommodate to professional development scheduling, provide access to all required data, and serve on Advisory Team and subcommittees.
	Hope on the Hill operates an auditorium, gymnasium, and classrooms in a facility adjacent to Clinton Elementary School and has agreed to serve as primary location for the Promise Neighborhood activities.

Finally, although the revised no **priority point consideration** related to Federally Designated **Opportunity Zones**. Census tracts 107 and 108, referred to as The Hill throughout the narrative received federal designation in 2019. More important, the work of the Promise Neighborhood has raised awareness and political support for revitalization of this area. The heart of this area is a **25-acre cotton mill, abandoned for almost 20 years**. Creative Economic Development Consulting, which **picks one project a year** to provide gratis technical support, selected the Hill, and has conducted a series of studies related to development of the site into **commercial shops, housing, afterschool, cultural arts center, and greenspace**, with a combined economic impact of over **\$21 million dollars**. It is this very neighborhood that Promise Neighborhood canvases and volunteer Saturdays has taken place. Community mobilization conducted through Promise Neighborhood has provided a voice to residents of this area, who stand to benefit substantially from the **first real economic development project** that has targeted their area.



Building on this new resource, Lancaster Promise Neighborhood was selected as **one of eleven projects in the nation** by the **National Association of Counties**, with funding from the **Robert Wood Johnson Foundation** to explore strategies related to **housing affordability** and economic revitalization. Sadly, many of the dilapidated “mill homes” in The Hill, **constructed over 60 years ago**, are rentals averaging **\$600 per month**. Given poverty and poor credit, these residents are unable to purchase a home, which ultimately would cost less than their current monthly rent. Promise Neighborhood

is exploring an innovative approach employed in Austin, Texas to help provide an affordable housing solution for the homeless-**3D Concrete House Printing**. This new technology can **construct a home in less than 24 hours** at a cost of **under \$10,000**.

The total size, number of rooms, and multiple stories are all flexible and represent a significant resource in spurring investment and revitalization in The Hill. Promise Neighborhood has discussed this project with the school superintendent and a local



foundation, to explore the possibility of creating a **3D Home Construction Training**

Track at the **Lancaster High School**, with students taking leadership in the development of affordable housing in the region. Promise Neighborhood has a key interest and involvement in both



development of the Cotton Mill and 3D Housing Printing. As such, the project seeks Competitive Priority Consideration for this work.